DOCUMENT RESUME

ED 145 234 08 CE 013 278

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TITLE An Assessment of Benefits Derived from Membership in a Vocational Student Organization in the Vocational, Technical and Adult Education System. Final Report.
INSTITUTION Wisconsin Univ. - Stout, Menomonie. Center for Vocational, Technical and Adult Education.
SPONS AGENCY Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.; Wisconsin State Board of Vocational, Technical, and Adult Education, Madison. Research Coordinating Unit.
BUREAU NO 19-07-151-226E
PUB DATE Aug 77
NOTE 108p.

EDRS PRICE MF-$0.83 HC-$6.01 Plus Postage.
DESCRIPTORS *Career Awareness; Cocurricular Activities; *Community Involvement; Faculty Advisors; Leadership; Organizational Effectiveness; *Program Effectiveness; Program Improvement; *Social Development; State Surveys; Student Attitudes; Vocational Directors; *Vocational Education; *Youth Clubs; Youth Leaders; Youth Programs
IDENTIFIERS Wisconsin

ABSTRACT

To determine if participation in vocational student organizations actually results in an acquisition of leadership characteristics, career growth, community involvement, and social development on the part of its members, descriptive and opinion questionnaires were given to four populations: all State directors of vocational education in the United States and the Virgin Islands; a random sampling of Wisconsin vocational education student organization advisors; a random sampling of Wisconsin student members; and a group of student members considered as "highly participating." Data collected from the State directors indicated strong similarities in the administration of vocational student organizations nationwide. Student advisors indicated a wide spread of percentages in club attendance, and a wide range of activities were suggested that may be helpful in encouraging student involvement. A substantial majority of all students surveyed considered vocational student organizations as providing them with beneficial opportunities. Some of the most frequently cited items selected as being most significant were these: teamwork, decision making, competition; community awareness; career awareness; and social development. To aid in the encouragement of membership, the study recommended offering vocational student organizations as a credit course. (BM)

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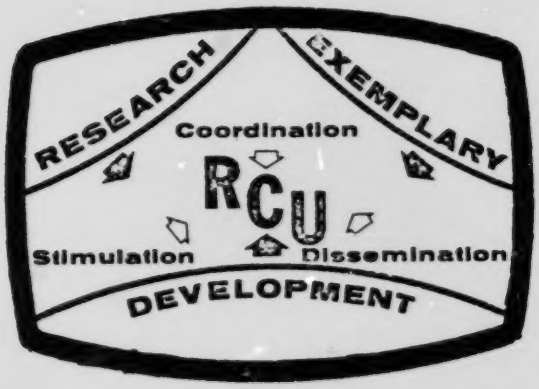
Final Report
Project No. 19-017-151-226F

Conducted By
Dennis R. Collins

CENTER FOR VOCATIONAL,
TECHNICAL AND ADULT EDUCATION
University of Wisconsin-Stout



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Research Coordinating Unit (RCU)

Wisconsin Board of Vocational, Technical
and Adult Education, Madison, Wisconsin

AN ASSESSMENT OF BENEFITS DERIVED FROM MEMBERSHIP IN A VOCATIONAL STUDENT ORGANIZATION IN THE VOCATIONAL, TECHNICAL AND ADULT EDUCATION SYSTEM

CE 013 248

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by

Dennis R. Collins

Center for Vocational, Technical and Adult Education
University of Wisconsin-Stout
Menomonie, Wisconsin

August, 1977

The research reported herein was performed pursuant to a grant or contract with the Wisconsin Board of Vocational, Technical and Adult Education, partially reimbursed from an allocation of Federal funds from the U.S. Office of Education, U.S. Department of Health, Education and Welfare. Contractors undertaking such projects under Government sponsorship are encouraged to express freely their professional judgment in the conduct of the project. Points of view or opinions stated do not, therefore, necessarily represent official State Board or U.S. Office of Education position or policy.

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Acknowledgments

The author would like to express sincere appreciation to Clement Stapleton, my research advisor, for his patience and understanding in the development and completion of this study.

The author would also like to express special appreciation to the staff of the Center for Vocational, Technical and Adult Education and especially Dr. Orville Nelson and Dr. Harold Halfin, Co-Directors of the Center for Vocational, Technical and Adult Education, whose assistance was invaluable to the author.

Sincere gratitude is expressed to the State Directors of Vocational Education and to all the Vocational Student Organization members and advisors who responded to the various survey instruments. Their cooperation made the study possible.

Heartfelt appreciation is extended to the Wisconsin Board of Vocational, Technical and Adult Education and the University of Wisconsin-Stout for funding this project.

CHAPTER I

Problem and Rationale

Summary

The primary emphasis of this study was to determine if participation in vocational student organizations actually results in an acquisition of leadership characteristics, career growth, community involvement, and social development on the part of members of these organizations. These beneficial experiences have been assumed as occurring, but little actual research has been done to effectively determine which benefits are present or the degree of success vocational student organizations have had in accomplishing these goals. Influential sources have indicated that benefits do exist and studies should be done to validate these claims. Also, hopefully as a result of such research, greater emphasis could be placed on the position of vocational student organizations in the total spectrum of vocational education curriculums especially in encouraging membership and supportive administration at all levels of these organizations.

In order to obtain necessary data to adequately access the benefits of membership in student organizations, descriptive and opinion questionnaires were given to four population groupings: (1) all state directors of vocational education in the United States and the Virgin Islands, (2) a random sampling of Wisconsin VTAE districts student organization advisors, (3) a random sampling of student members, and (4) a group of student members considered as "highly participating." All students were from the State of Wisconsin.

The survey instrument sent to state directors was concerned with the types of organizations available in each state, the administration of these organizations, and the possibility of recognizing the organizations as credit courses. Both secondary and post-secondary level data were tabulated.

Student organization advisors received a survey instrument emphasizing the administration of vocational student organizations on the local, district, and individual club level. Questions concerning meeting times, barriers encountered, attendance, and activities were asked. Open-ended questions concerning club activities and opinions on the feasibility of credit status for organization membership were included.

Both student groups were given the same survey instrument in order to allow for a comparison. The student surveys were designed on the likert scale basis to assess a series of 50 benefit statements regarding leadership, career growth, civic, and social findings.

Data collected from the state directors (N=49) indicated strong similarities in both the administration of vocational student organizations nation-wide and those found in the random sample group of the study. Most groups meet at special times and the organizations are not offered as credit courses. There is a considerable split nation-wide regarding the compensation of advisors for these organizations.

Student advisors (N=99) indicated a wide spread of percentages in club attendance with 71 percent of the advisors reporting less than 80 percent in attendance at a typical meeting. Specific activities as suggested by student advisors to provide beneficial experiences for members showed a wide range of suggestions that may be helpful in encouraging student involvement. These activities have been tabulated and included in the study. Specific attendance barriers were seen by advisors to be (1) student schedules, (2) student employment, and (3) lack of student interest.

A positive response was received from 63.2 percent of the advisors who agreed that student organizations should be given course credit. The problem of meeting time, conference preparation, student interest, schedule conflicts,

and employment conflicts could be minimized using this type of administration. Advisors are fairly well divided, however, as to their opinions regarding the actual administration of vocational student organizations.

After evaluating the responses from both student member groups (random group N=199, highly participating group N=33) it became evident that vocational student organizations were viewed to be of considerable benefit in a majority of the benefit statements listed. Eighty-eight percent of the highly participating group responses and 72 percent of the random student group responses to the 50 benefit statements registered that over 25 benefit statements were considered significant. It can be observed then that a substantial majority of all students surveyed considered vocational student organizations as providing them with beneficial opportunities.

The most significant leadership characteristics benefit statements selected from the 18 items offered were as follows:

(1) work as part of a team

(2) make decisions

(3) initiate ideas

(4) compete fairly with others

(5) develop peer relationships

Those chosen among the 17 vocational/career growth benefits items as being significant were as follows:

(1) making decisions

(2) becoming more aware of job qualifications

(3) accepting responsibility

(4) competing fairly with others

(5) desire to learn

The two most important benefit items listed under community/civic awareness

and social development were an "interest in community issues" and "get along with other people."

It was found that students more deeply involved in club activities felt they had received a higher degree of benefits. Therefore, it would appear that getting students to participate in the organizations may open the door to greater involvement and thereby to greater benefits. To aid in the encouragement of membership, this study recommends offering vocational student organizations as a credit course as an incentive to the presently uninvolved and uninterested student. Credit course status would also, hopefully, bring with it the structural and administrative support necessary for quality programs which can then offer more latitudinal and beneficial experiences for the student member.

Introduction

There are some 70 vocational student organizations (as of Spring, 1976) in the Wisconsin Vocational, Technical and Adult Education system. It is assumed that these organizations provide common benefits to student members. The fact that students join and stay in these clubs seem to indicate that the students are satisfied. However, there are apparently few studies that have been undertaken to support or test the assumption that these organizations are succeeding in achieving their principal responsibilities to their respective members. There have been several reports published that have cited the important impacts vocational student organizations have had on the student participant. Therefore, a study to determine the benefits derived from vocational student organizations will be useful in the future structuring of these organizations and the amount of emphasis they should receive relative to the students' total educational program.

Statement of the Problem

Primary emphasis of this study was to determine whether or not participation in Vocational Student Organizations results in an acquisition of leadership characteristics, career growth, community involvement, and social development on the part of the members of these organizations. This study was conducted in the spring of 1976 using a mailed opinionnaire to a random sampling of students and advisors of vocational student organizations in the VTAE Districts of Wisconsin.

Background and Significance of the Study

National vocational student organizations have been in existence in this country almost 50 years. During that time, there had been a tendency for such organizations to be considered as a complement to the student's formal education.

In spite of the fact that vocational student organizations have not been effectively measured, as to student benefits, vocational student organizations have been growing in recent years. Several studies and reports have been published which describe how these vocational student organizations are viewed in the achievement of these goals.

As reported in the seventh report of the National Advisory Council on Vocational Education (1:1-2), Vocational Student Organizations are seen as a very important part of vocational education. By providing a connecting link between education and the business and industrial society, vocational student organizations have been found to enhance the relevance of vocational and technical education that is needed so badly in the fast-changing world of today.

In addition, vocational student organizations are assumed to be the basis for expanding the student's beneficial experiences above and beyond that provided by education alone. These experiences have been identified as (1) further community and civic awareness, (2) career growth, (3) social development, and (4) leadership characteristics.

Based on the assumed beneficial experiences previously mentioned, the National Advisory Council (1:4) has recommended that vocational student organizations be reinforced and supported on a constructive level as an integral part of the total vocational education curriculum.

Vance (3:13) states that vocational student organizations should be an integral part of the curriculum and should be so set in the state plan.

Spice (2) suggests that vocational student organizations should be used as an integral part of vocational education instructional programs in public and private schools and should complement and enrich instruction.

In the Wisconsin Vocational, Technical and Adult Education system, vocational student organizations have long been a part of the educational process. Support

for them as extracurricular activities indicates some confidence that they do provide the assumed experiences and benefits and especially that they may provide a special opportunity for those students with a limited high school background in vocational education.

The National Advisory Council's (1:4) goal, which is also supported by Vance (36:13 and Spice (2:2), of reinforcing the role of vocational student organizations suggests important benefits may stem from student organizations. In adopting policies to further this goal, data needs to be established as a test of those benefits derived from these organizations in order to move reinforcement in the proper direction.

The effectiveness of student organizations in providing a background in career growth, civic awareness, social development, and leadership characteristics has only been assumed in the past. This study will attempt to provide more information regarding the actuality of these benefits having been derived by a student from membership in a vocational student organization.

Limitation of the Study

The findings and conclusions reached in this study are limited in their application as the results may not be applicable to vocational student organizations in other states.

It is not possible to make any inferences concerning the comparison of the experimental group and the various other groups which operate elsewhere. As the study was concerned only with the attitudes and assessments of those in the experimental group, that is, the vocational student organization in the State of Wisconsin.

Definitions of Terms

DECA - Distributive Education Clubs of America for students preparing for a career in the field of distribution, sales, retailing, and other distributive occupations.

FBLA - Future Business Leaders of America for student preparing for careers in business.

FHA - Future Homemakers of America for student enrolled in home economics related occupation courses.

FFA - Future Farmers of America for those preparing for agriculture or forestry occupations.

HERO - Home Economics Related Occupations.

HOA - Health Occupations Association for student preparing for a career in the health field.

OEA - Office Education Association for those students preparing for a career in the clerical sciences.

VICA - Vocational Industrial Clubs of America for those preparing for a career in industry.

Chapter Bibliography

National Advisory Council on Vocational Education. Vocational Student Organizations. 7th Report, Washington D.C., 1972.

Spice, Richard D. Characteristics for Personnel and Leadership Development as an Integral Part of Instruction for Vocational Students. U.S. Office of Education, 1973.

Vance, James C. and Ralph Bregman. National Institute on the Role of Youth Organizations in Vocational Education. August 11-15, 1969.

CHAPTER II

A Review of Literature

Studies involving the benefits of vocational student organizations have been scarce. Attempted studies have been concerned more with blanket attitudes into specific categories rather than specific traits. However, there is some literature that offers general precedent for further investigation in this area. Most of the literature comes from influential sources in the field of vocational education.

The National Advisory Council (8:1-4), in their seventh report, supported the importance of vocational student organizations. They stated that this importance has been neglected from the top of the educational bureaucracy to the bottom. States have neglected the inclusion of vocational student organizations in state plans. School boards and chief school officers in some instances have not recognized vocational student organization work as an integral, functioning part of the curriculum. Finally, classroom teachers, with little support from the above, often neglect vocational student organizations' vast potential. As a result, only 1.5 million students are members of these organizations out of fourteen million students currently enrolled in vocational education. This situation supports the need for a study to assess the benefits to members in order to gain support for vocational student organizations by presenting information that may help to prove their usefulness.

Vance and Bregman (10) made several recommendations that seem appropriate to the type of study that this writer has undertaken. Their conclusions involve undertaking research programs that will set up a cooperative effort among existing vocational student organizations to determine new directions and future objectives under which vocational student organizations may operate. Other recommendations are as follows:

(1) vocational student organizations should be considered as an integral component of the vocational curriculum.

(2) vocational student organizations should be available to all Vocational students.

(3) youth should be encouraged to join.

(4) activities should be directly related to the instructional programs, both in and out of classroom, and be emphasized as being co-curricular.

Vance and Bregman (10) concluded, "Not only are the organizations vital to present offerings, but must be considered prominently whenever the future of vocational subject areas are considered for change." They go on to say that vocational student organization activities should be geared to the academic level of the program and should enhance the skill and/or competencies of the student members.

Marland, (5:21-22), Commissioner of Education in 1971, supported vocational youth groups for having a singleness of purpose in the development of leadership characteristics and good citizenship.

Huffman (2:31-33), sets some priorities for Future Business Leaders of America for the 1970's when he outlines some of the important areas in which FBLA should address itself. Among his recommendations are (1) develop business leadership; (2) strengthen youth self-confidence; (3) understanding vocational options and choices; (4) improve the community; and (5) foster citizenship and patriotism. A measurement of the importance of these above mentioned areas is one of the writer's objectives of this study.

MacDonald (4:34-39), outlines the goals of VICA and industry's involvement in its administration. The article describes the benefits of this vocational student organization in regard to career growth, social and personality development, growth in knowledge, maturity and self-respect. Mock (7:27-30), outlines the goals in DECA, those being vocational growth, leadership development, and social and civic awareness. The article explains how DECA activities such as leadership labs; local, state, and national competitive events; civic charitable projects; and

career days help to actualize these goals as well as preparing the student for meaningful employment.

In all three of the articles discussed above, the theme is the same. For all three vocational student organizations, the goals are leadership development, career growth, and social and civic awareness. These goals discussed are in tune with the obejectives of this study. It is thought that an assessment of these goals or benefits may give further justification for future directions for vocational student organizations.

Spice (9:2-10) gave considerable support to vocational student organizations. He related, "The purpose of the Office of Education encouraging youth organizations which are related to instructional programs is to improve the quality and relevance of instruction, develop youth leadership, provide wholesome experiences for youth not otherwise available within the schools." He also added that vocational student organizations should complement and enrich instruction. This support from several influential sources coincides with the objectives of this study in terms of the assumed goals of vocational student organizations.

A review of literature would not be complete without considering what students feel about vocational student organizations which is also a major thrust of the writer's study. The attitudes of advisors toward Vocational Student Organizations is a third important consideration of this study.

As far as student attitudes are concerned, Bicanich (1) who studied the attitudes of students in Distributive Education toward vocational student organizations came to some very interesting conclusions. His findings are reported in summary form in the following points from McLean's (7:4-5) review of related literature:

(1) Seventy-four percent of the responding students were in schools with DECA programs; twenty-six percent were not.

(2) Of those with an organization available to them, nintey-three percent of the students belonged to the State MDVC (Minnesota Diversified Vocational Club) and fifty-nine percent belonged to National DECA.

(3) Of those students with an organization available to them, seventy-three percent participated in local activities, forty-three percent participated in regional activities, and forty-two percent in state activities.

(4) Eleven percent of the students with organizations available to them felt that the organization was of "no value" to the Distributive Education program, while thirty-six percent thought it was of great value.

(5) Twenty percent of students with an organization available to them felt that the activities were of no personal benefit at all, while twenty-four percent felt that they had benefited a great deal.

(6) Eighty-eight percent of the students who had a chapter available to them said that they would enroll in Distributive Education if they had the year to do over again; only seventy-nine percent of those without an organization made the statement.

Although some of the points made by Bicanich (1) are not being dealt with in this study, it was felt that it would be important to summarize his conclusions because it is the only study the writer found that dealt directly with student attitudes toward vocational student organizations.

The attitudes of advisors toward vocational student organizations were considered in a study which was summarized by McLean (7:6-7), and by Krier (3) who compared the attitudes toward DECA between teacher-educators and teacher advisors. Among his findings, sixty-eight percent of the advisors with eighty-six percent of the teacher-educators thought that DECA should be considered as an integral part of the program and not an extracurricular activity. These conclusions support what will be undertaken in this study, that is, part of this study will deal with whether advisors feel that vocational student organizations should be

offered not only as an integral part of the total educational program but specifically for course credit.

Another conclusion reached by Krier (3) was that in the area of leadership development. The purposes of DECA were perceived to be of great value. Sixty-eight percent of the teacher coordinators and fifty-five percent of the advisors felt this was of great value. This writer's study, however, will try to determine leadership development by the student members' assessment.

McLean (6:3) recommended in his conclusion, "Certainly there is a very important need for research to be conducted to isolate the specific gains made by students who have participated in vocational student organizations. It is important to understand whether there is, in fact, any incremental value to the Vocational Student Organizations and, if there is, what are they specifically. The challenge is being accepted in this study to assess benefits derived by students who are members of vocational student organizations. It is hoped that many of these assumed goals can be further substantiated by the results of this study.

Literature Review

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CHAPTER III

Methodology

Procedures

Upon deciding that an assessment of benefits derived from membership in a vocational student organization was to be the area of study, the procedures needed to design survey instruments, identify the samples, and conduct the study were determined.

The first criterion was to identify the populations necessary to provide the needed data required. It was determined that the population should consist of four groups. These groups were identified as follows: (1) state directors of vocational education, (2) a random sample of organization advisors, (3) a random sample of vocational student organization members, and (4) a control group of highly participating vocational student organization members.

The second criterion was to determine information needed from these groups to effectively assess the benefits of vocational student organizations. It was determined that the following information was needed: (1) information from the state directors of vocational education regarding the vocational student organizations that operate in their various states. The survey for this group dealt with administration and compensation for advisors offering credit for Vocational Student Organizations. (2) Information needed from advisors of vocational student organizations were in the following areas: (a) meeting times of the organization, (b) attendance at regular meeting, (c) activities involved, (d) barriers encountered in administration, (e) opinions regarding a credited course in vocational student organizations, and (f) opinion regarding structure of credited courses. (3) The information for both groups of vocational student organization members would be the same for the purpose of comparison. Information from these groups were re-

quested in the following areas: (a) leadership characteristics, (b) career growth, (c) civic awareness, and (d) social development.

The third criterion was to determine the kind of instrument needed to assure the necessary information needed from each of the identified groups. It was decided that a written questionnaire was the most feasible instrument to use for all groups considering the length of time available, coupled with the amount of resources at the disposal of the author.

Once the written questionnaire was accepted as the best method of obtaining the information needed, survey questions were developed for each group identified. Questions focused on the areas described earlier in regard to the type of information needed to effectively assess the benefits of vocational student organizations. (A sample of the three survey instruments are included in Appendix A through C.)

The fourth criterion was to determine what population was to be used in the assessment of Vocational Student Organizations within these four groups previously identified.

To gain information from the state directors relative to vocational student organizations, a cover letter describing the study undertaken and the questionnaire were mailed to all state directors of vocational education in the United States and the Virgin Islands. After three weeks a follow-up letter and a duplicate questionnaire were mailed to all non-respondents to the original correspondence. When all survey instruments were returned, ninety-eight percent of the state directors had responded.

A decision was made to administer a survey instrument to all vocational student organization advisors listed on a print-out from the Wisconsin State Board of Vocational, Technical and Adult Education. The procedure for administering these instruments was to divide the student advisors into two groups, e.g.: advisors with students being surveyed and advisors with students not being surveyed.

To the advisors without students being surveyed, a cover letter describing the study undertaken, and the survey instrument were mailed. After three weeks a follow-up letter and a duplicate survey instrument were sent to all non-respondents.

To the advisors with students who were being surveyed, a cover letter describing the study undertaken, instructions to complete the survey instrument, and directions for administering the student surveys were included in the packet. After three weeks a follow-up letter and a duplicate packet were mailed to all non-respondents. When all completed surveys were received, fifty-four percent of the advisors had responded.

The following population was used to obtain the needed information from student members of Vocational Student Organizations: (1) a group (N=33) format identified as "highly participating" members attending the Wisconsin DECA Junior Collegiate Career Development Conference held in Madison, March 5 and 6, 1976, (2) a randomly selected group of vocational student organization members from five organizations which operate at the post-secondary level in the state of Wisconsin. These were identified as (WOEA) Wisconsin Office Education Association, (DECA) Distributive Education Clubs of America, (VICA) Vocational Industrial Clubs of America, (WAHO) Wisconsin Association of Health Occupations and (WHERSO) Wisconsin Home Economics Related Student Organization members. Students were surveyed through the assistance of selected advisors. It was decided that since WHERSO has six chapters operating throughout the VTAE Districts, six chapters from each of five operating student vocational organizations would be surveyed.

In determining which thirty chapters to survey, special care was taken to insure that each of the Wisconsin sixteen VTAE districts was represented. The advisors of these thirty selected chapters were then identified.

A cover letter describing the study undertaken, the advisory survey and student surveys for fifteen percent of the organization's membership were mailed with instructions to the advisors involved to administer the survey instruments

as randomly as possible. After three weeks a follow-up letter and a duplicate packet of survey instruments and instructions were mailed to all non-respondents. When all completed student survey instruments were received, fifty-six percent of the student members had responded.

Treatment of Data

The data collected through the administration of the survey instruments to the four groups identified were analyzed in the following manner:

1. State Directors

Question 1 dealt with the types of organizations each state sanctioned; two graphs (Tables IV-1, IV-2) were developed to indicate the percentage of states which which sanction each individual vocational student organization listed for each of the secondary and post-secondary levels. The percentage indicated was derived from the number of responses received for each vocational student organization compared to the total number of respondents in the group.

Question 2 addresses the administration of vocational student organizations. Two graphs (Tables IV-3, IV-4) were developed to indicate the percentages of responses for each choice indicated by the total number of respondents answering. Question 3 identifies the number of programs offering credit towards graduation for student organization participation. A duplicate graph (Table IV-5, IV-6) of the one provided in the survey instrument for Question 3 lists the secondary and post-secondary level credited courses provided by each state. Question 4 deals with compensation for advisors of vocational student organizations. Two graphs were developed (Table IV-7, IV-8) to indicate the percentage of each response choice to the total number of responses for this question. (See Appendix B for a copy of the state directors of vocational education survey instrument).

2. Advisors

The advisors' questionnaire was analyzed in the following manner. Questions 1 and 2 are supplementary information describing individual respondents and subsequently are not summarized. However, information contained in these questions is available from the author upon request. Questions 3, 4, 6, 7, 8 were analyzed on an individual graph according to the percentage of each response choice to the total number of responses (Tables IV 9, 10, 12, 13, 14, 15) Question 5, (Table IV-11) being open ended, has been summarized by listing each response given for the four parts of the question. In the event of duplicate responses the number of alike responses is indicated. (See Appendix C for a copy of the advisors survey instrument.)

3. Student Groups

The two student groups that were surveyed were the "highly participating" and the "randomly selected" students. The groups were analyzed on an item per item basis according to the frequency of the response. Questions 1 through 4 were supplementary information describing individual respondents and subsequently were not summarized. However, information contained in these questions were available from the author upon request. Questions 6 and 7 were analyzed on two graphs; one for each group, i.e. Group "A" "highly participating" (Table IV-16, 18) "randomly selected" student group (Table IV-17, 19). Analysis was made on the basis of the percentage of each response choice to the total number of responses.

The responses for Questions 8 through 11 were analyzed on an item per item basis according to the frequency of each response.

The student groups were asked to respond on a likert scale to a series of statements in regard to the degree that each statement listed was beneficial to the individual respondent. When all the data was collected, the results were plotted on a graph for each statement. The data for Questions 8 through 11 were

then charted in order to compare the mean responses of Groups "A" and "B" for each statement in Tables IV-20-23. (See Appendix D for a copy of the student survey instrument).

CHAPTER IV

Report of the Findings

Introduction

An explanation of the type of analysis used for the state directors, advisors, and student members questionnaires is included in Chapter III. Shown in this chapter are the graphs containing the data and item analysis resulting from the responses to the questionnaires.

The observations presented with the graphical data are based on the writer's interpretation of the significance of this data. As a result, the observations and recommendations following in Chapter V are general in nature.

State Directors of Vocational Education Questionnaire Item Analysis

The data from Questions 1, 2 and 4 are divided into two graphs for each question; "a" is for secondary, and "b" is for post-secondary in this series of results. These graphs are included in Tables IV-1, 2, 3, 4, 6, 7.

For Question 3, a summary of all the credited courses and further information about them has been provided for both the secondary and post-secondary level. These are found in Table IV-5, 6.

State Directors of Vocational Education Questionnaire Observations

The State Directors Survey was designed for the purpose of determining precedence for some of the objectives of the study. Those objectives were: (1) the possibility of vocational student organizations becoming a credit course and (2) the resulting needed administration of vocational student organizations. The questionnaire was arranged so as to gain information about both secondary and post-secondary vocational student organizations. This study is concerned with vocational student organizations at the post-secondary level; however, the secon-

dary level information has been included in the hope of giving the reader who is interested in some insight into the nation-wide administration for the secondary level.

Questions 1a and 1b on the State Director's survey deal with the vocational student organization presently occuring and administered at the secondary and post-secondary levels. The responses received from this question will not be summarized or a recommendation made concerning them. If the reader is interested in the results of Question 1a and 1b, please refer to the following Tables IV-1, 2.

Question 2a and 2b on the State Directors questionnaire are concerned with the meeting methods for vocational student organizations. As shown in Table IV-3, the State Directors indicated that 49.5 percent of the vocational student organizations at the secondary level met at special meeting times and 46.5 percent during class periods. At the post-secondary level, Table IV-4, 54.5 percent were shown as having met during special meeting times, 37.5 percent during class periods. For the post-secondary vocational student organizations, the percentage who meet at special meeting times nation-wide compares closely to those in this study's random sample, 54.5 percent compared to 53 percent.

Question number 3, which deals with vocational student organizations that the various states offer as credit courses reveals that on the post-secondary level there are three states that offer credited courses and on the secondary level

TABLE IV-1
Responses By Percentage Of State Directors Survey
Question 1a: "Would You Please Check the Vocational Student Organization Your State Presently Sanction In Your Secondary Vocational Programs?"

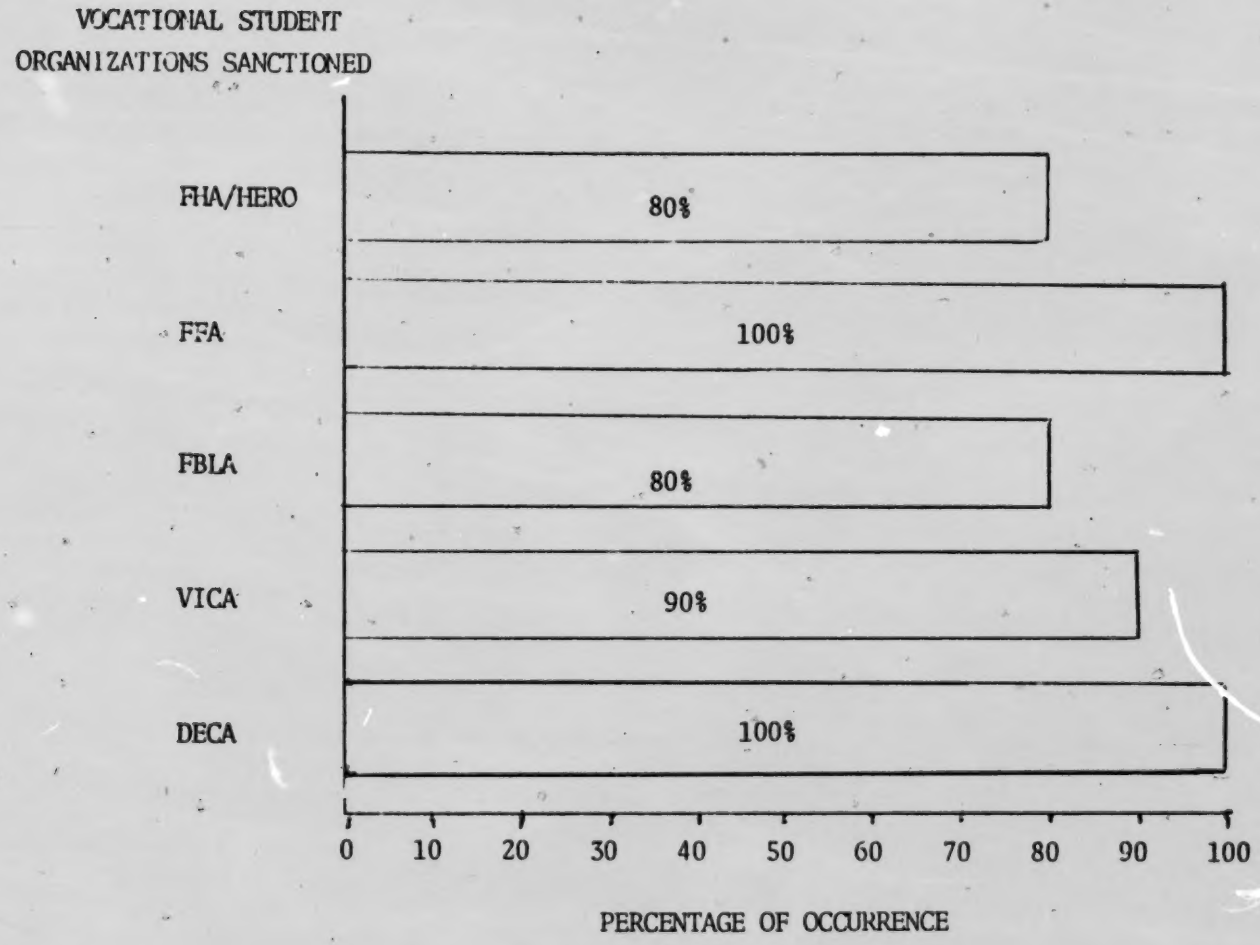


TABLE IV-2
Responses By Percentage Of State Directors Survey Question 1b:
"Would You Please Check The Vocational Student Organization Your State Presently Sanctions In Your Post-Secondary Programs?"

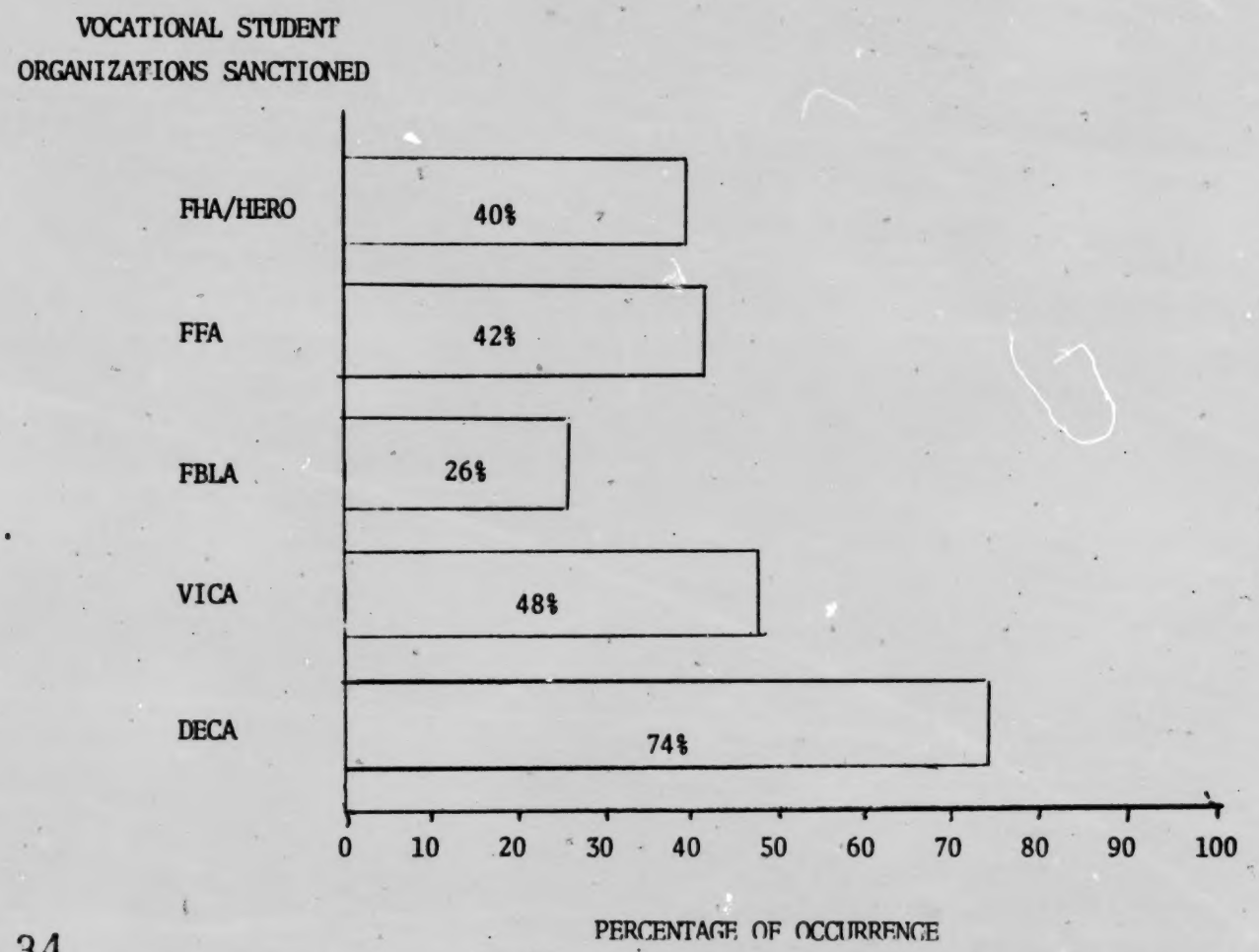
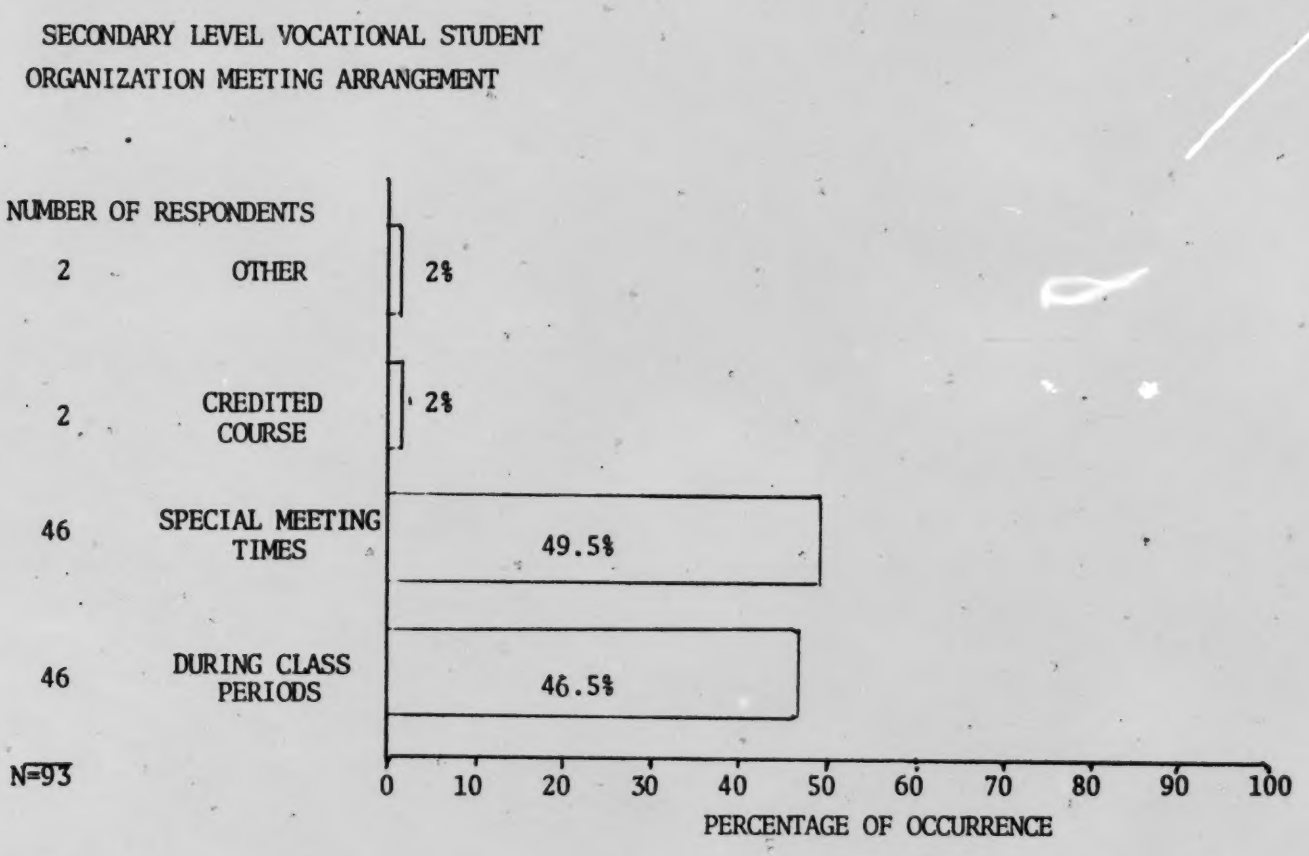


TABLE IV-3
Responses By Percentage Of State Directors Survey Question 2a:
"How Are Your Vocational Student Organizations Presently Administered
For The Secondary Level?"



there are two states that offer credited courses. Specific information on this question is found in Table IV-5, 6 with further information in Appendix F. It can be observed that most states at the present time administer their vocational student organizations much like those in the study sample.

Question 4, Tables IV-7, 8 deal with the type of compensation awarded to the advisor. In the secondary vocational student organizations, 40 percent of the advisors do so as part of their contract, 41 percent advise strictly voluntarily, and 14 percent advise by compensation on a flat rate amount. On the post-secondary level, 41 percent advise as part of their contract, 45 percent do so voluntarily, and 10 percent do so on a flat rate amount of compensation. These results indicate that there is a considerable split nation-wide regarding the compensation of advisors for vocational student organizations.

Vocational Student Organization Advisors Questionnaire Item Analysis

An explanation of the type of analysis for each question is included in Chapter III.

Question 1 and 2 in the advisors' questionnaire are supplementary information describing individual respondents and subsequently are not summarized. However, information contained in these questions is available on request from the author.

Shown on the following pages are the graphs for questions 3, 4, 5, 6, 7, 8 on the advisors survey. These are found in Tables IV-9-13 respectively.

At the end of this section, Question 5 will be summarized. In addition, the "other suggestions" in Question 8 will also be summarized.

TABLE IV-5
Summary Of Responses By State Directors Concerning Student Organizations Offered As Credit Courses: Question 3a: Secondary Level

Summary of Question #3

Secondary: State - California

Course Titles	Credits	Required Course			Length (semester, year, etc)
		Yes	No	Sometimes	
Business Leadership	5		X		Year/Semester

Secondary: State - Colorado

Course Titles	Credits	Required Course			Length (semester, year, etc)
		Yes	No	Sometimes	
Student Leadership	1		X		Year

TABLE IV-6

Summary of Responses By State Directors Concerning Student Organizations Offered as Credit Courses: Question 3b: Post Secondary-Level

Post-Secondary: State - Michigan

Course Titles	Credits	Required Course			Length (semester, year, etc)
		Yes	No	Sometimes	
Leadership Development			X		1 Semester

Post-Secondary: State - California

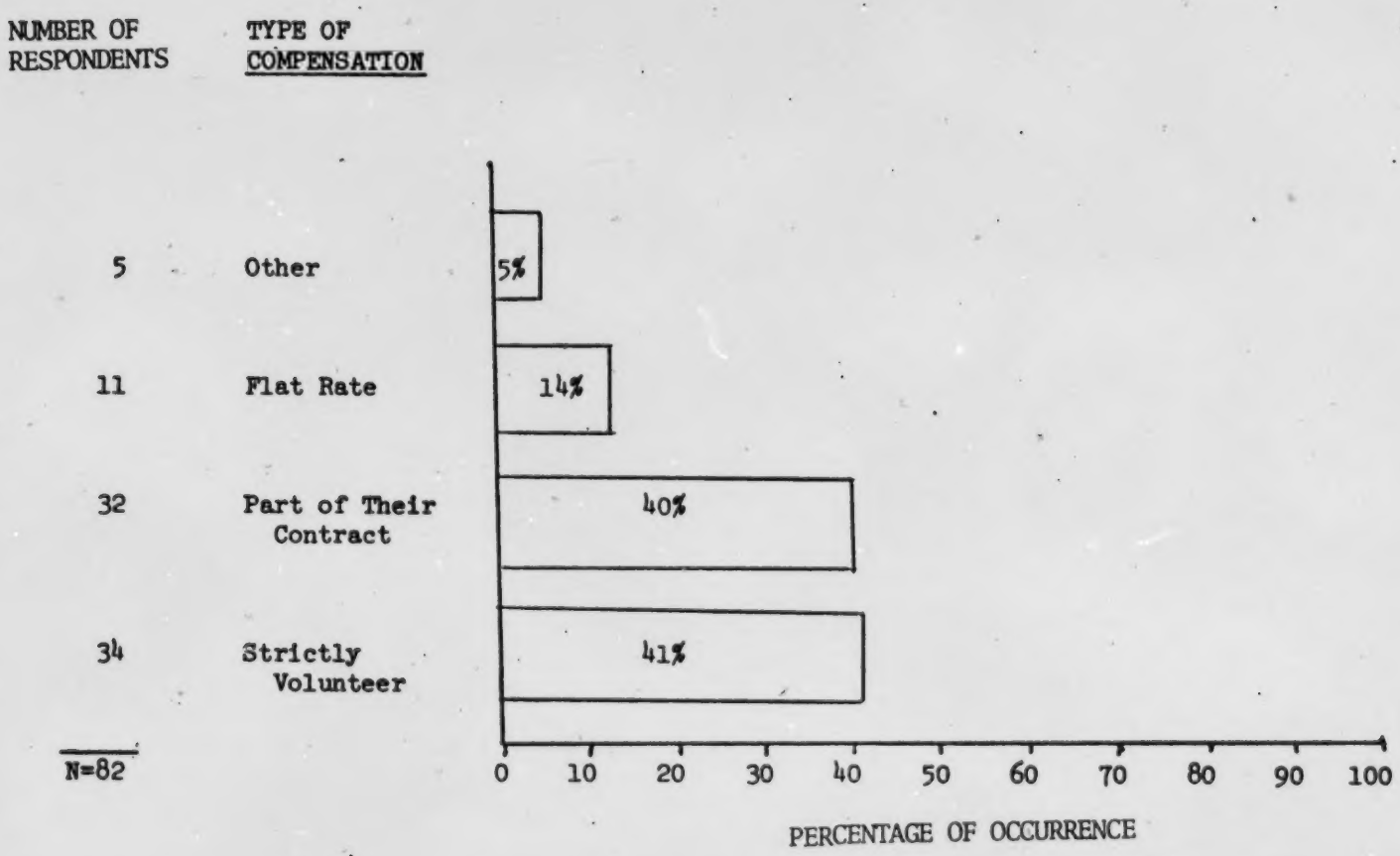
Course Titles	Credits	Required Course			Length (semester, year, etc)
		Yes	No	Sometimes	
Business Leadership	3		X		Year/Semester

Post-Secondary: State - Oregon*

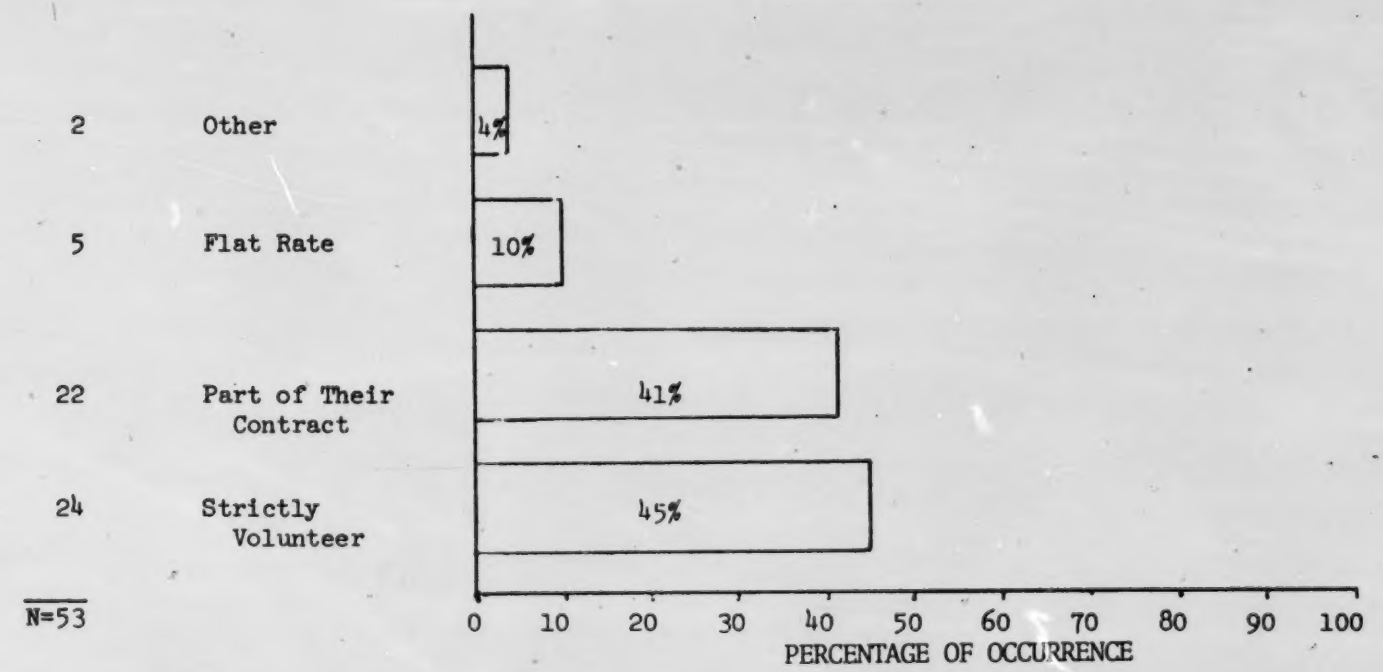
Course Titles	Credits	Required Course			Length (semester, year, etc)
		Yes	No	Sometimes	
Business Leadership DECA	12cr/2 yr. max			X	Quarter, max of 6 terms
Business Leadership PBL	12cr/2 yr. max			X	Quarter, max of 6 terms

*Included in the appendix is the Oregon example for the administration of these courses.

Responses By Percentage Of State Directors Survey Question 4a:
"How Are Most Of Your Vocational Student Organization Advisors
Presently Compensated At The Secondary Level?"



Responses By Percentage of State Directors Survey Question 4b:
"How Are Most Of Your Vocational Student Organization Advisors Presently Compensated At The Post-Secondary Level?"



Advisors Questionnaire Observations

Questions 1 and 2 on the advisors' questionnaire are supplementary information regarding each individual advisor; therefore, it has not been summarized and observations will not be made.

Question 3 of the advisors' survey, Table IV-9 deals with meeting times for vocational student organizations. Responses by advisors indicated that 53 percent of the meeting were held at a special time agreed upon by members, 23 percent indicated that their meetings were held during class periods, and 15 percent indicated that they had a special activity period when meetings were held.

Question 4, Table IV-10, of the advisors' questionaaire deals with the attendance percentage at a typical meeting. Response of 29 percent of the advisors indicated that they enjoyed 80-100 percent attendance at a typical meeting, 26.9 percent of the advisors indicated that they had 60-79 percent attendance, 26.9 percent of the advisors indicated 40-59 percent attendance, and 17.2 percent of the advisors indicated less than 40 percent attendance at a typical meeting. From this information it is evident that there is a considerable amount of differences between percentages of attendance among vocational student organizations. The fact that 71 percent of the advisors indicated that their attendance at a typical meeting is under 80 percent suggests the need for establishing a type of program whereby members would have the incentive to attend. It would be difficult to expect 100 percent attendance at any function or meeting but improvement in vocational student organization attendance should be promoted to a greater extent.

Question 5, Table IV-11, of the advisor's questionnaire deals with specific activities the individual vocational student organizations involve themselves in to promote the development of leadership characteristics, career growth, civic awareness, and social development. This question was open-ended and the results of that question may be found summarized in Table IV-11. There will not be any

Responses By Percentage Of Advisors Survey Question 3:
"How Does Your Vocational Student Organization Presently Meet?"

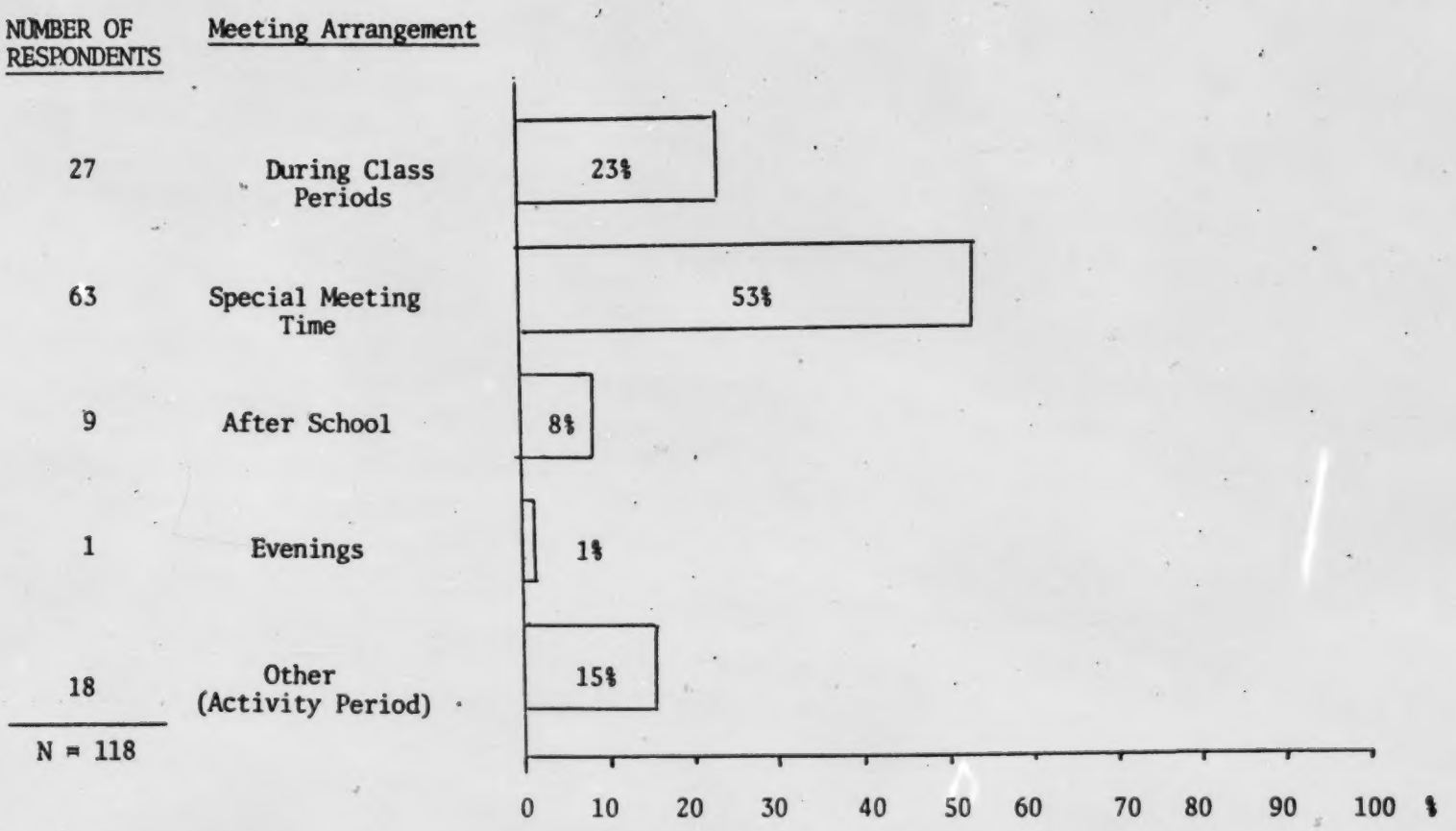
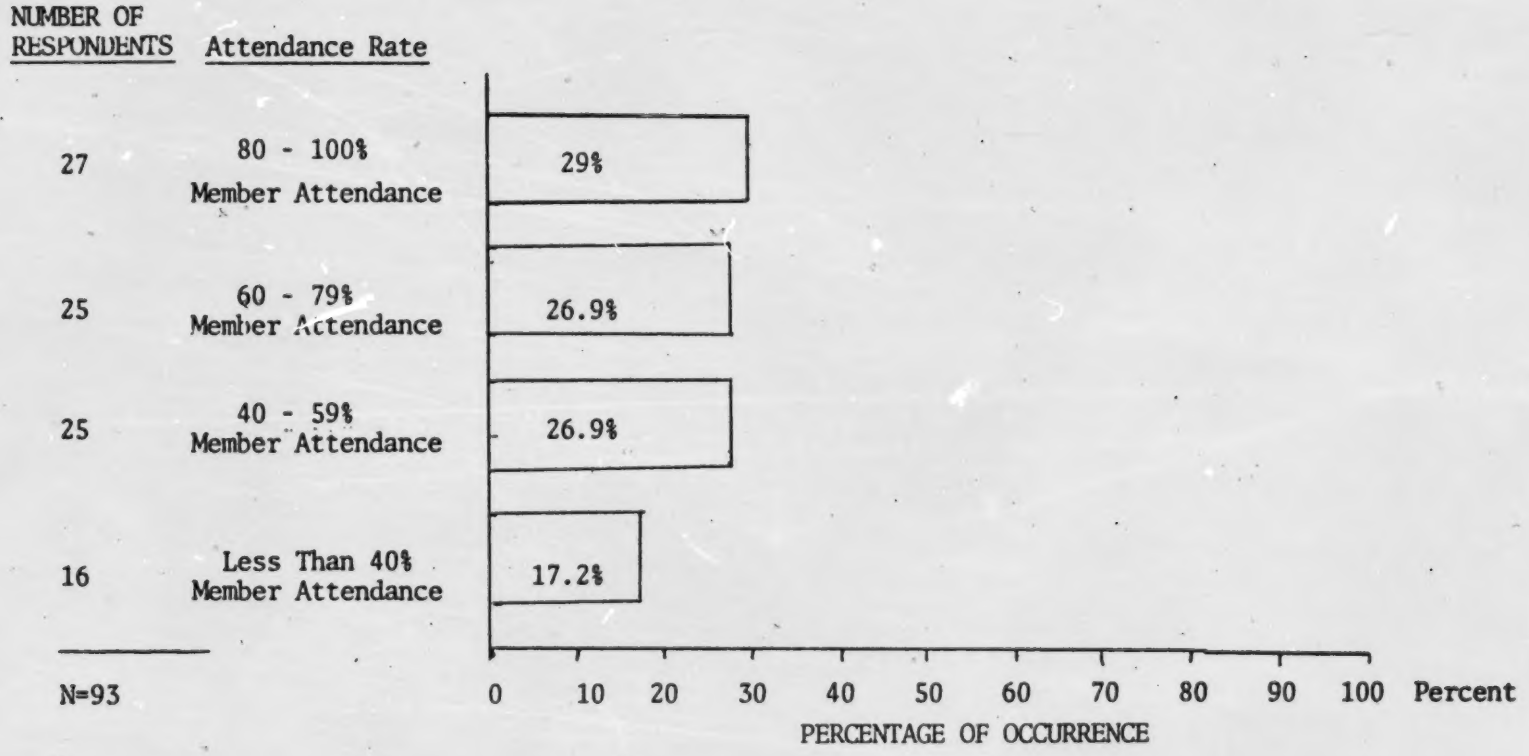


TABLE IV-10
Responses By Percentage Of Advisors Survey Question 4:
"How Would You Rate Your Attendance At A Typical Scheduled Meeting
Of Your Vocational Student Organization?"



observations or recommendations made regarding this question as it was intended to give notice to the breadth of activities vocational student organizations are involved in order to develop these beneficial experiences.

Question 6, Table IV-12 of the advisors' questionnaire dealt with the barriers the advisors encountered in administering their vocational student organizations. The advisors indicated that the three major barriers encountered were (1) student employment, 21 percent, (2) students' conflicting schedules, 19.5 percent, and (3) lack of student interest, 18 percent. The rest of the responses were spread over a variety of other areas. The major barriers seem to be scheduling problems and interest of the student. Scheduling an activity period or offering vocational student organizations for course credit should help solve the scheduling problem. Lack of student interest will always be a problem area and hard to improve upon; however, offering membership in a vocational student organization as a credited course may result in providing the uninterested student enough incentive to participate. The kind of student who participates under the present system will continue to do so; but with the credited course, those students who would not otherwise become involved, might decide to do so.

Question 7, Table IV-13, dealt with whether the advisors thought vocational student organizations should be offered as a credited part of the students' academic load. Of the advisors who responded, 63.2 percent indicated they thought vocational student organizations should be offered as a credit course. One reason for the support of this type of administration of vocational student organizations may be that the advisors use this method to solve many of the problems they have encountered in trying to run a quality program. The program of meeting times. conference preparation, student interest, schedule conflict, and employment conflicts could be minimized using this type of administration. The advisor uses this as an opportunity to expand the type of learning experiences vocational student organizations can provide. They also use it as a means in which

to get more student involvement in meaningful activities such as the development of leadership, career, civic and social attributes among their students.

Question 8, Table IV-14, dealt with the opinion of the advisors regarding the administration of vocational student organizations if it were to become a credit course. The advisors were given three alternatives to choose from; this information was taken from materials provided by the states who offer credited courses in vocational student organizations at the present time. Thirty percent of the advisors indicated a preference to alternative number 1, 38 percent of the advisors indicated a preference to alternative 2, or provide 1 credit per semester for beloing to and participating in a student organization, and 8 percent indicated a preference to alternative number 3. Twenty-eight percent of the advisors offered other suggestions which are listed in Table IV-15. The relative split in preference indicates that the advisors are fairly well divided as to their opinion regarding the administration of vocational student organizations. The alternatives offered in Question 8 are not by any means final but merely suggestions for possible method of administration.

Student Member Questionnaire Item Analysis

Questions 1-5 in the student member questionnaire are supplementary information describing individual respondents and subsequently are not summarized. However, information contained in these questions is available from the author upon request.

Information on questions 6 & 7 on the student member survey is shown in Tables IV-16 - 19. The graphs show percentages of responses from both Group A, the highly participating group, and Group B, the randomly selected student group.

TABLE IV-11

Summary Of Question 5 Of Advisors Survey Listing Specific Activities Of Vocational Student Organization To Promote Development Of Leadership Characteristics, Career Growth, Civic Awareness, And Social Development

(All those activities that advisors have mentioned more than once will have the number of the times mentioned to the right of the response.)

1. Leadership Characteristics

Election of Officers 18
Use of Roberts Rules of Order 5
Organize Fund Raising Project 11
Compete in Winter Carnival Activities 5
Spring Leadership Conference 30
Attend Fall Leadership Seminar 6
Officer Training
State Office Candidacy 3
Developing Projects for Sale
Committee Chairmanship 12
Major Conferences
Strengthening Wisconsin Home Economics Related
Affiliation Ties
Interaction with other State Groups
Conducting Meeting 8
Businessmen's Banquet 3
Business Skills Contests for Area High Schools
Develop Constitution 2
Executive Board Meeting
Working with other People
Guest Nites
Gourmet Dinners 3
Pre-Voc Seminars 3
Field Trips 3
Development of Program
Planning Activities and Implementing
Fashion Show Development

2. Increased Career Growth

Speakers of Interest 28
Professional Career Opportunities 2
Field Trips 45
Communication with Industries
Skill Competition 21
Professional Meetings 19
Fund-Raising 5
Awareness of National Trends in Field
Involvement in State Organization 4
Projects
Career Opportunity Days

3. Civic Awareness

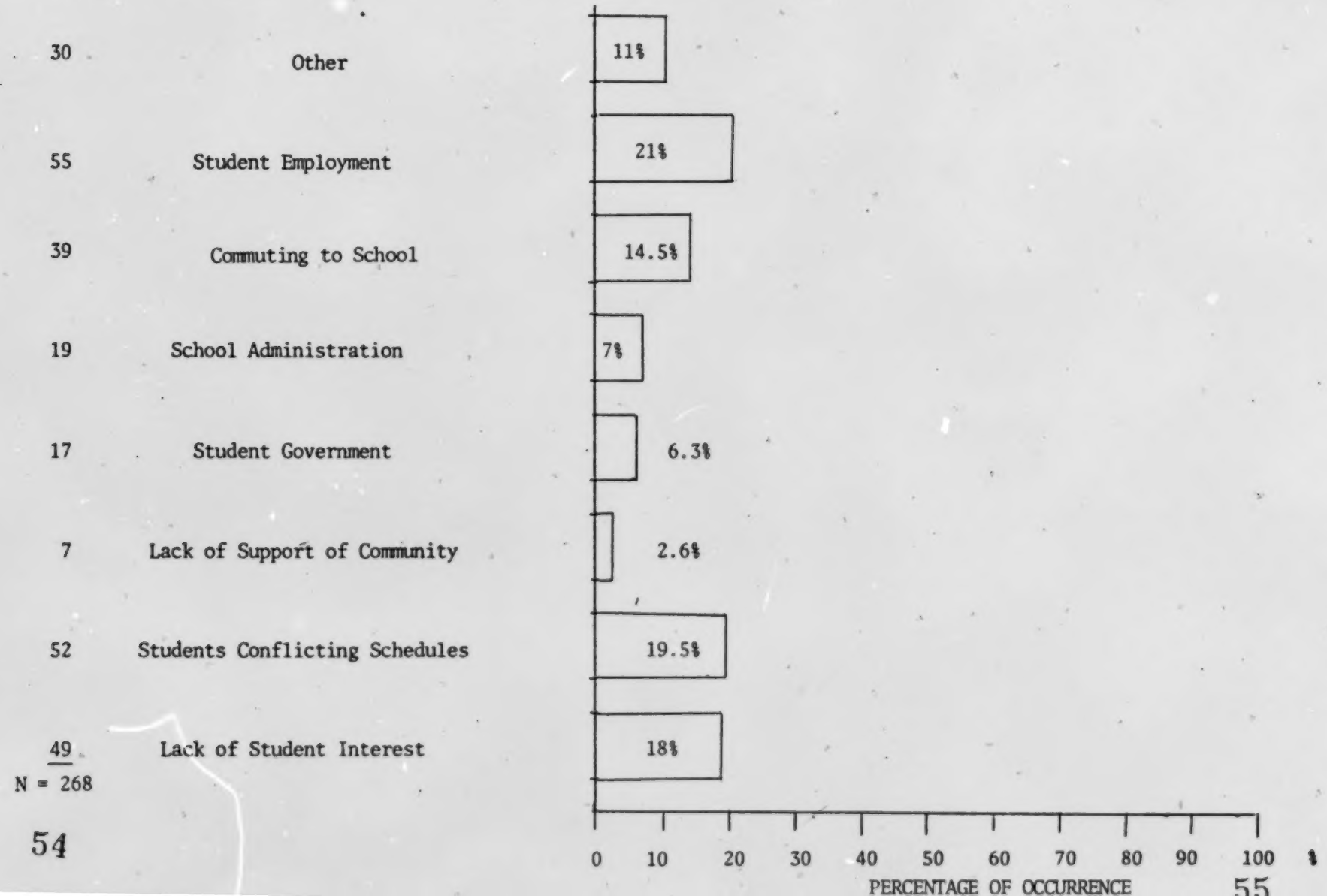
Assist Blood Mobile 8
High School Career Orientation
Donations to Organizations 2
Collect Money for Epilepsy 2

Collect Money for Needy Families 3
Attend Chamber of Commerce Meeting
Work for Cancer Society 2
United Fund 5
Work with Retarded Children
Various Community Projects 3
Child Care Service
Highway Cleanup 2
Caroling at Hospital 4
Tallying Votes
Usher for President Ford's Visit
Help Civic Group with Projects 18
Get Out & Vote Projects
Big Brothers Telethon
Special Olympics 5
Thanksgiving Food Drive
Headstart Projects
Candy for Needy Children at Halloween
Food Baskets for Christmas
Take Part in Local Library Week 2
Participate in Walk for Mankind 3

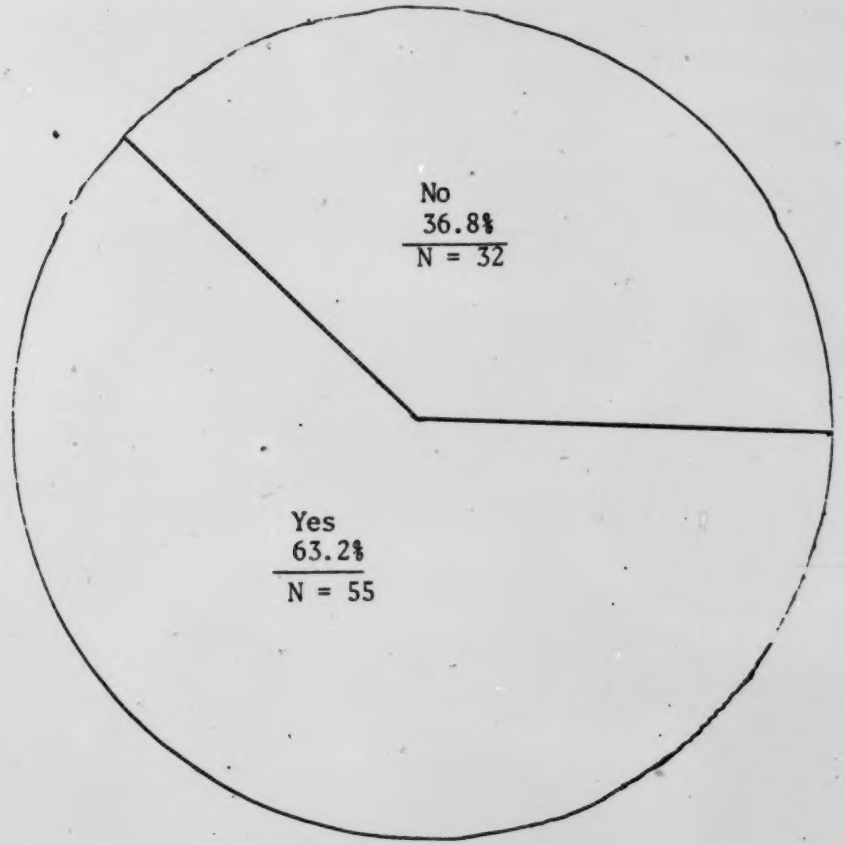
4. Social Growth

Graduation Picnic
Dances 13
Skating Party
Card Party
Banquets 9
Alumni Banquets 3
Sponsor Coffees 3
Social Meeting with Other Clubs 4
Weekend Smoker at Members Homes
Parties 25
Spring & Fall Picnic 8
Working on Activities 8
Baseball Games Attendance
Bowling Party
Christmas Party
Convention Social Events 8

"What Barriers Have You Encountered Being A Vocational Student Organization Advisor in Pursuit Of The Development of Leadership Characteristics, Increased Career Growth, Civic Awareness, and Social Growth. Check all that Apply."



Responses By Percentage To Advisors Survey Question 7:
"Do you think that Vocational Student Organizations should be offered as a credited part of the students academic load?"

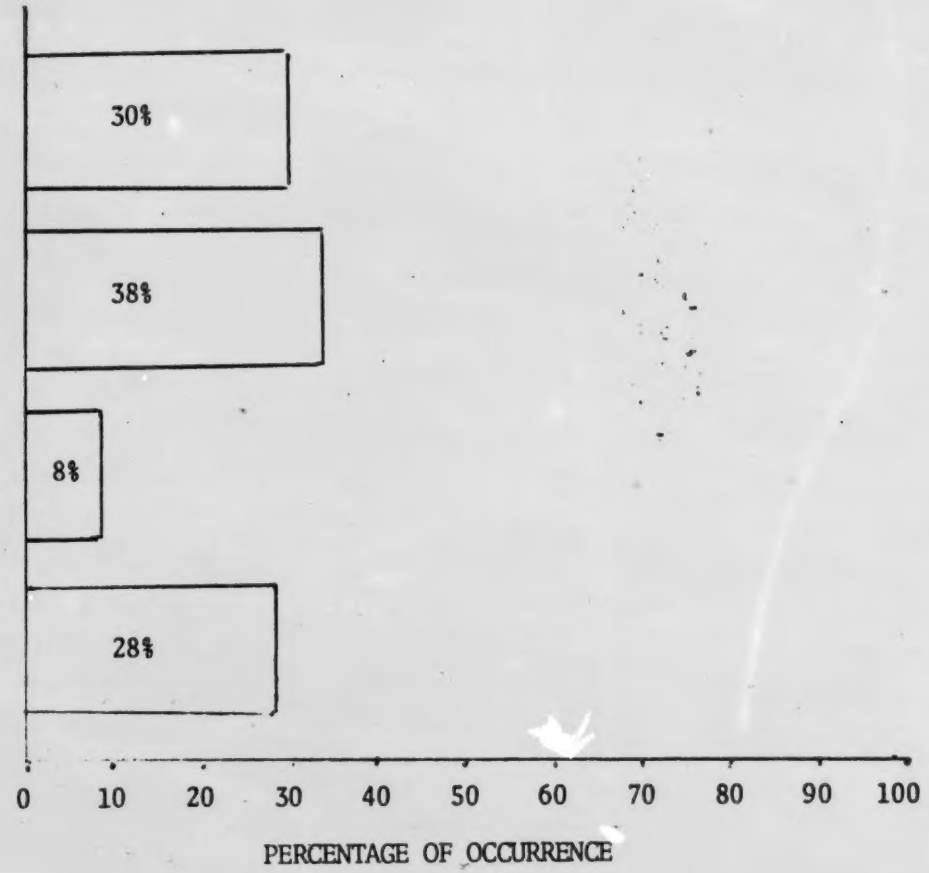


N = 87 Total Respondents

TABLE IV-14

Responses By Percentage For Advisors Survey Question 8:
If Vocational Student Organizations Were to Become an Elective Credited Part of the Students Academic Load How Do You Think it Should be Administered?

NUMBER OF RESPONDENTS	Options (See Appendix B)	
33	1.	Leadership 2 years, 4 cr. max
38	2.	1 cr per semester in any Vocational Student Organization
10	3	4 (1) Semester Courses (Leadership, Civic Growth Career Growth, Social Growth)
31	4.	Other Suggestions (See Table IV-15)
N = 112		



*These responses are summarized on Table IV-15.

TABLE IV-15

Summary of Question 8, Section 4 of Advisor's Survey:
Other Suggestions For The Administration Of Student Organizations For Credit

1. Option available to offer for credit at this time.
2. Tight schedule hard to increase load.
3. Students must be active and officers should get a little extra.
4. Any credited course might be too formal.
5. Guidelines should be established by districts or state advisory councils.
6. Might make other faculty member aware of the importance of positive attitudes toward Vocational Student Organization - students then would be more likely to participate.
7. Point values for level of participate to determine number of credits and for grades.
8. Credit for educational tours. Credit for the instructors also.
9. Administration of the club should be in the hands of the student - these are not children, their needs are different from high school students for example. Needs vary from year to year.
10. Some of the names on the membership roles never come to any meetings.
11. Write a definite program to promote, leadership career awareness, civic awareness and social growth.
12. When student advisor are appointed care should be used in selection- advisor are the secret to a successful organization.
13. One credit/year if they satisfied a group of objectives.
14. One credit/year replacing a two credit elective only. All activities except monthly meeting to be outside of scheduled school hours.
15. Obsolutely opposed to credit for such activities. If students are not interested in co-curricular aspects for club the organization is

not functioning well.

16. I do not believe in giving credit for this.
17. Not credit at all.
18. Our students need to come out of their shell & social & leadership characteristics should be developed.
19. Section I system but only a maximum of 2 credits. Course should be in the form of activities that encompass the items of leadership career, social civic development.
20. Different schedule of work has develop for we are on the quarter system.
21. Should be part of a students campus life and should be volunteer.
22. Part of student life that should not be structured - not related to curriculum.
23. Units of similar interest areas for several clubs could be given to all. By persons best qualified - for part of Professional Vocational Relations course credit Eq. Parlimentary Procedure, Career Opportunities, Community Health, etc.
24. Preparation time would have to be expanded to accommodate the club activities - size of organ. must be restricted.
25. No credit for student organization - club is social organization - would you give credit for cocktail parties.
26. Credited course would help student schedule time for vocational student organization must beef up development areas however to make it effective.
27. Should be choice of student not just for someone that needs an extra credit.
28. Student organizations should be strictly volunteer as well as Advisorships offering credit may change this.

TABLE IV-15 (cont)

29. I feel practical nursing students should attend L.P.N. meeting in the spring - and should be given credit for attendance at local meetings throughout the school year.

Student Response Observations

Questions 1-5 on the student questionnaire are supplementary and are not included in the presentation of data or in the observation and recommendation section.

Question 6 deals with the number of semesters students have been a member of their vocational student organization. The following general observations can be drawn by referring to Tables IV-16, 17 in this chapter. In the random student group, the greatest percentage, 50 percent of the students, were in their second semester as a member, while in the highly participating student group, the greatest percentage, 33 percent, were in their fourth semester as members of their vocational student organization.

Although the percentages among the number of semesters of membership were divided somewhat generally, it can be observed that the students who made up the highly participating group were in vocational student organizations longer than those in the random student group. The percentage of highly participating group respondents in their vocational student organization for three or four semesters was 44 percent compared to 37 percent for the random member group.

Question 7, Table IV-18, 19, dealt with whether the students were required to be a member of their vocational student organization. In the highly participating student group, 92.6 percent indicated a response of no, while in the random student group 91.5 percent indicated a no response to the question. The fact that some of the students in both groups indicated yes would tend to imply that some advisors operate vocational student organizations as a required activity to be engaged in by their students.

Question 8 through 11, Tables IV-20, 23 required the students surveyed to rate certain statements in the areas of leadership characteristics, career growth, civic awareness and social development on a Likert scale in terms of the benefits derived in these stated areas from membership in their particular vocational

TABLE IV-16
Responses By Percentage Of Students Survey Question 6:
"How Many Semesters Have You Been A Member Of Your Vocational Student Organization At The Post-Secondary Level?"
(Highly Participating Group)

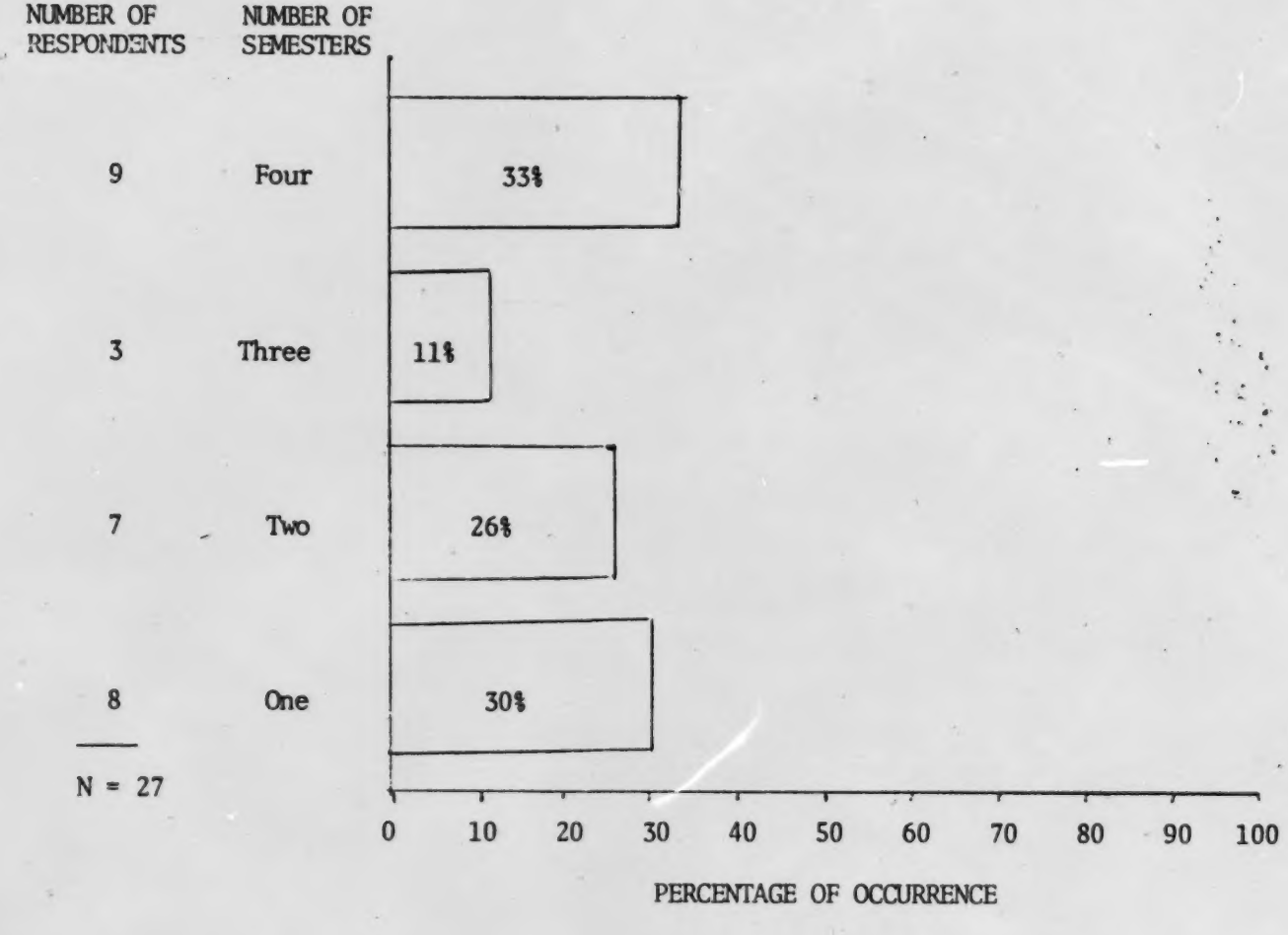


TABLE IV-17

Responses By Percentage Of Students Survey Question 6:
How Many Semesters Have You Been A Member Of
Your Vocational Student Organization At The Post-Secondary Level?
(Randomly Selected Group)

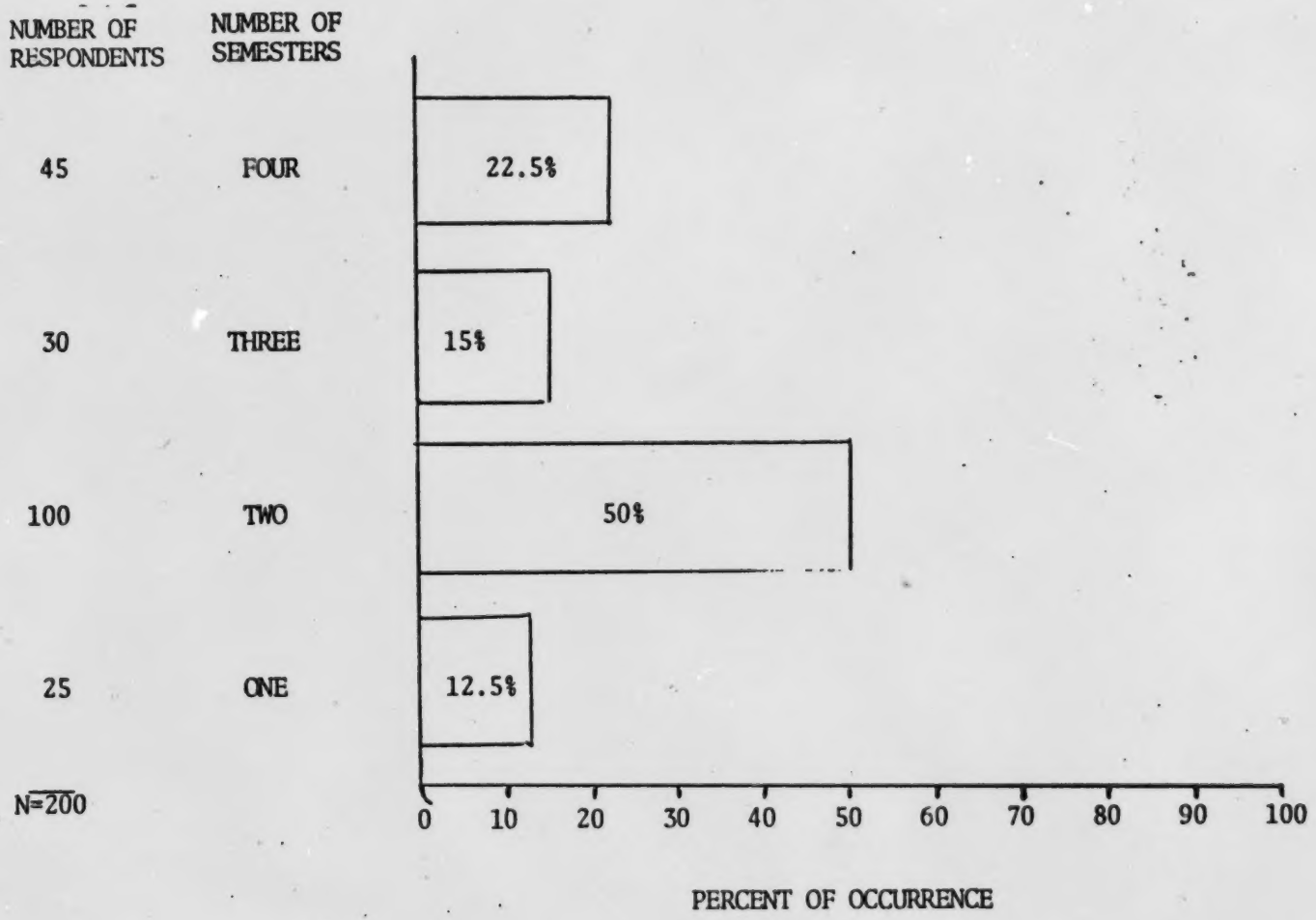


TABLE IV-18
Responses By Percentage Of Students Survey Question 7:
"Were You Required To Join As Part Of Your Program?"
(Highly Participating Group)

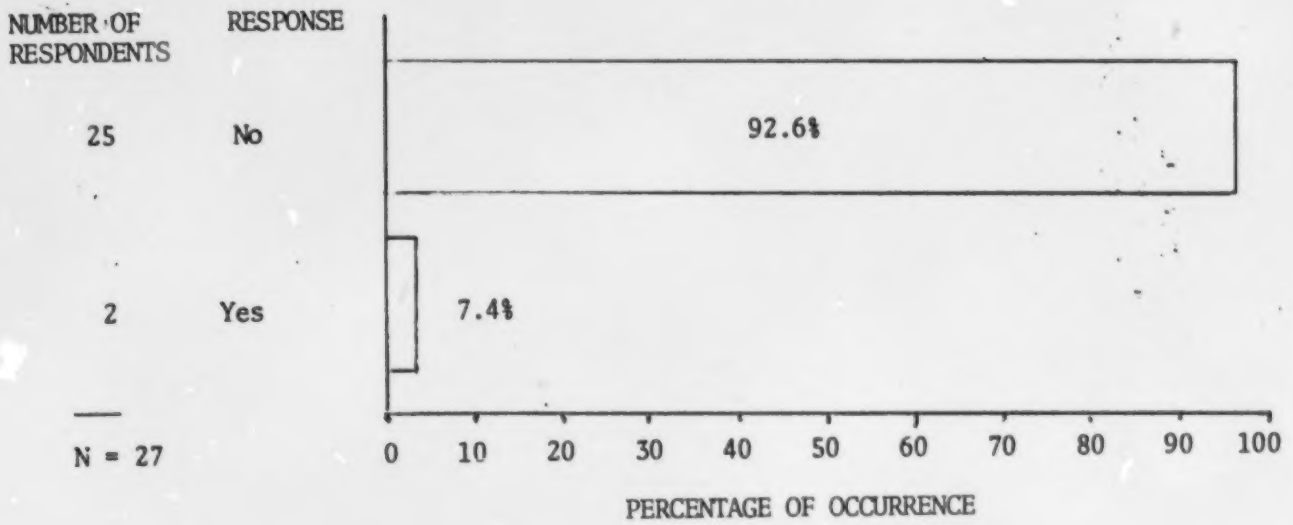
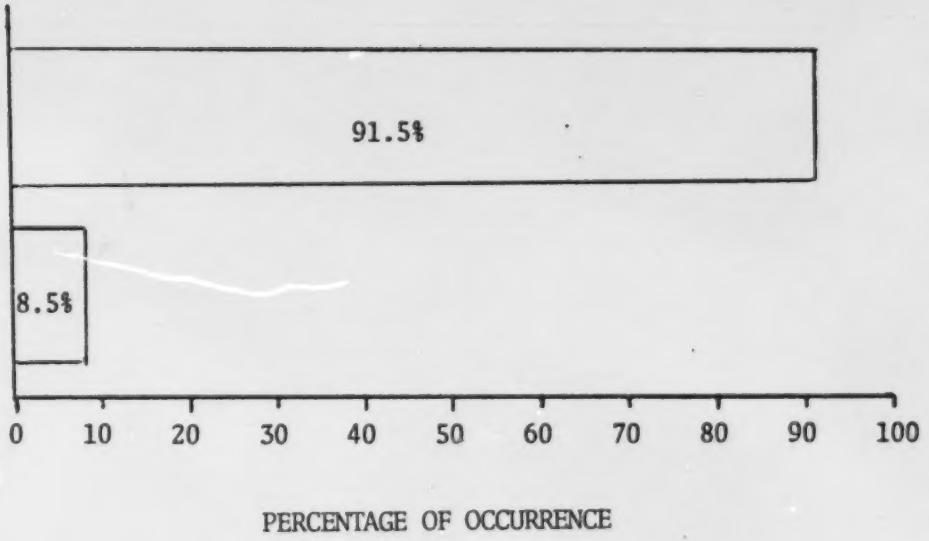


TABLE IV-19
Responses By Percentage Of Students Survey Question 7:
Were You Required To Join As Part Of Your Program?
(Randomly Selected Group)

NUMBER OF RESPONDENTS	RESPONSE
183	NO
17	YES



student organizations.

Early in the investigation, the phrase "benefits derived" replaced "competencies derived" because it was the opinion of the author and investigative advisors that in order to effectively measure competencies, each of the benefit area statements would have to be substantially expanded into several competency statements. This would make the questionnaire rather cumbersome for the student to complete and more easily understood. As a result, the observations in this section are within the vernacular of a benefits assessment. Since the number of benefit statements for Questions 8 through 11 numbers 50, it would be impossible to make observations regarding every one of the benefit statements. An attempt will be made to emphasize the high points of the results whenever it is possible to do so.

It has been presumed that a ranking of either 4 or 5 for an item on the Likert scale would be considered a benefit derived from the particular statement assessed.

Question 8 dealt with benefit statements 1 through 18. (See instrument in Appendix A.) The responses of Group "A", the highly participating student group, were extremely high. The lowest percentage of this group indicating a 4 or 5 on the Likert scale was in response to items 1 and 15, "Speak Effectively" and "Explain Directions to Others", where the percentage was 48 percent significant benefit. The remainder of the responses made by the highly participating group were in the 60 and 70 percent range of significant benefit percentage by all responses. In three benefit statements, however, item 4, "Compete Fairly with Others", item 9, "Self Confidence", and item 11 "Accept Responsibility", 81 percent of the highly participating group indicated that these three areas were of significant benefit in the development of leadership characteristics.

In comparing the two groups, the responses of Group "B", the random member group, were not as favorable as those made by Group "A". For benefit statement number 1, "Speak Effectively", the percentage of respondents who indicated

that vocational student organizations were of significant benefit in the development of this leadership characteristics was substantially lower, 37.5 percent, when compared to Group "A" response.

It should be noted, however, that this percentage was also the lowest indicated for Group "A" in the question 8 statements in terms of significant benefit derived from membership in vocational student organizations. Most of the remainder of Group "B" responses were in the 40 through mid-50 percentage of significant benefit.

The following percentages were indicated when comparing Group "B" responses to the three statements that Group "A" respondents rated as being of 81 percent significant benefit. Group "B" ranked the three as follows: (1) statement 4, "Compete Fairly with Others", was 60.5 percent; (2) statement 9, "Self Confidence", 56 percent; and (3) statement 11, "Accept Responsibility", 66 percent.

Overall, the responses for both groups to the benefit statements for question 8 were predominantly in the positive range.

For Group "A", 16 out of 18 of the benefit statements had a significant benefit percentage of all respondents of well over 50 percent while in Group "B", 13 of the 18 responses had a significant benefit percentage of 50 percent or better.

It seems to the author that both groups feel generally that vocational student organizations are benefical to the development of leadership characteristics. The major differences between Group "A" and "B"s' responses to question 8 are in terms of the degree vocational student organizations provide these benefits. In Group "A" there is almost total agreement that vocational student organizations provide at least a moderate amount of benefit in the development of leadership characteristics. Responses made by Group "B" show that there is much widespread controversy as to the benefits of vocational student organizations. The means for Question 8, Group "A", compared to the means of Group "B" indicate that overall the responses by Group "A" are much more favorable than those means indicated by Group "B" in the majority of the benefit statements responded to in Question 8.

Question 9, included benefit statements 1 through 17 and were focused on the area of vocational or career growth. Many of the benefit statements that appeared in question 8 also appeared in question 9 because the students' development of leadership characteristics often parallels their growth towards a vocation. Therefore, observations will not be made comparing the responses to identical benefit statements appearing in both questions. The emphasis then in observing the responses made in question 9 is on the benefit statements which are unique to question 9.

Response by Group "A", the highly participating student group, shows that only benefit statement 9, "Experience Failure", had a significant benefit percentage under 50 percent - the percentage being 48 percent. In the areas closely associated with vocational or career growth, specifically statements 12 through 17, the percentage of respondents who considered vocational student organizations significantly beneficial in the following areas were: statement 12, "More Aware of Job Qualifications", 81 percent; statement 13, "More Aware of Job Descriptions", 75 percent; statement 14, "More Aware of Numbers of Occupations Available", 66 percent; statement 15, "The Effect Career Choice has on Lifestyles", 69 percent; statement 16, "Promotion Possibilities in Different Occupations", 60 percent; and statement 17, "Salary Possibilities in Different Occupations", 63 percent.

The response made by Group "B", the random member group, for item 9, "Experiencing Failure", showed the significant benefit percentage as 47.5 percent which is only .5 percent different from Group "A"s' response to the same statement.

The difference between Group "A" and Group "B"s' signficant benefit percentages for the statements are quite substantial. For benefit statement 12, Group "B"s' significant benefit percentage is 55.5 percent or 25.5 percentage points lower than Group "A". For benefit statement 13, Group "B"s' significant response

percentage is 49.5 percent or 25.5 percentage points lower than Group "A". For benefit statement 14, Group "B"s' significant benefit percentage is 54 percent or 12 percentage points lower than Group "A". For benefit statement 15, Group "B"s' significant benefit percentage is 49.5 percent or 19.5 percentage points lower than Group "A"s'. In benefit statement 16, Group "B"s' significant benefit percentage is 44.5 percent or 15.5 percentage points lower than Group "A"s'; and finally in benefit response statement 17, Group "B"s' significant benefit percentage is 39.5 percent or 23.5 percentage points lower than Group "A"s'.

Benefit statement 12 through 17 are extremely important elements when deciding upon what career choice the student will pursue. The differences between ""Group "A" and Group "B" in these areas are cause for some alarm. The reason for the differences probably is reliant on many variables. Among the possible explanations would be that the random member group obtains this kind of information elsewhere, although a better explanation could be that those in the highly participating group get involved to a much greater extent with leaders in the field, through workshops, and other career oriented functions where this information may be obtained.

Group "A"s' responses throughout question 9 have been very positive about the statements being of significant benefit in almost every area. In 14 of the 17 benefit statements, Group "A" had a mean score of 4.00 or better of a possible 5.00. Group "B" responses were substantially lower than Group "A" in many areas, but for the most part were around the 50 percent range of significant benefit by all respondents in the group. Eleven out of 17 benefit statements assessed by Group "B" were considered to be of significant benefit by at least 50 percent of the random member group respondents. The mean scores between the two groups were very different at times but in other statements were relatively close. Once again in question 9, Group "A" seemed to agree more as a group than did Group "B". However Group "B"

is much larger and therefore the latitude or difference would logically be larger.

Question 10, benefit statements 1 through 6 deals with civic and community awareness. Responses by Group "A", highly participating student group, and by Group "B", random student group, were significantly lower than in either of the previous questions. The majority of the responses given by Group "A" were in the moderate range, while the response of Group "B" were spread out with the bulk of their response in the low to moderate benefit range. The apparent explanation for this could be that the emphasis in this area by the advisor of the club as compared to the other three categories is less giving students fewer beneficial experiences. Another reason would be that the benefit statements listed in this section reflects attitudes and experiences brought with the student member from past experiences. It can be observed, however, by the responses of both groups that this is an area that should be reinforced; the leaders of tomorrow must learn to be good citizens today. Many civic and community projects are being carried out presently; but as the needs of the communities grow, vocational student organizations' role in confronting these tremendous needs must expand to meet these challenges.

Question 11 benefit statements 1 through 9, deals with the art of social development. Responses by Group "A", highly participating student group, for all the 9 benefit statements were in the significant benefit percentage range of between 60 percent and 66 percent. Response by Group "B", random student group, for benefit statements 1 to 9 were in the significant benefit percentage range from 54 percent to 73.5 percent. The benefit statement rated highest by Group "B" is statement 3, "Get Along with Other People", where 73.5 percent considered this area a significant benefit derived from vocational student organizations in terms of social development. It is evident from the responses and the mean values of both groups that social development is an area in which vocational student organiza-

tions are felt to be of great benefit according to the student members.

A possible explanation for Group "B" having a greater significant benefit percentage in the social development area could stem from the fact that for a member who does not get overly involved, social functions are an area in which they would most likely participate. The rationale behind this assumption is that most social events take place near the school setting or in the community where the students are attending.

Overall Observation of the Student Questionnaire

After evaluating the responses of both groups in all areas of the student questionnaire, it is evident to the author that generally vocational student organizations are viewed as very beneficial by the student members involved.

For the highly participating member group, 44 of the 50 benefit statements assessed had a significant benefit percentage of over 50 percent. Compare this to the random member group who had 36 of 50 benefit statements assessed over 50 percent of significant benefit by all respondents.

Those who participate more in vocational student organizations seem to consider the benefit derived to be more significant. Those who are members but have not been identified as being highly participative are considerably less in agreement regarding the benefits of vocational student organizations. As a total group, the students who participated in this study considered vocational student organizations to be of considerable benefit in majority of the areas. When it is found that 88 percent of the highly participating group responses and 72 percent of the random student group responses to the 50 benefit statements registered a significant benefit percentage for over 25 benefit statements, vocational student organizations must be doing something right. It can be observed that a very substantial majority of all students surveyed consider vocational student organizations are providing them with substantial benefits, aid them in their development toward being well rounded members of society.

CHAPTER V

Recommendations

The findings of this study indicate that vocational student organizations provide positive benefits for students. Therefore, a re-evaluation of the position of vocational student organizations by all concerned should be made with greater emphasis and support given to these groups as being an integral part of the educational experience of the vocational student.

Specific recommendations stemming from the data received from state directors, student advisors, and student members of vocational organizations are listed below.

State Directors' Recommendations

1. More information needs to be assembled so that programs that work in one state could be adopted elsewhere.

2. Greater communication among the leaders of all vocational student organizations would go along way towards realizing this goal.

3. The National Advisory Council on Vocational Education should get involved in determining methods of better articulation between the states to make vocational student organizations the best of quality throughout the country.

Advisors' Recommendations

1. Careful restructuring of vocational student organizations to improve the following areas which are lacking should be done; (a) expansion of activities to further develop leadership, civic, social, and career areas, and (b) developing some method in which most members can be in attendance either by credited course or by establishment of an activity period during the school day.

2. Further research to determine the kinds of competencies that are presently being developed in vocational student organizations and those competencies that need to be developed in student members in the future.

3. Articulation between all vocational student organizations to develop a consortium of common skills material useful in developing competencies in student members.

4. Taking special care as not to destroy the successful components of the present system of administration of vocational student organization such as skills competition, officer training, and leadership labs.

5. Follow-up studies to determine the effect of restructuring on student participation, administrative efficiency, and students who have been members under the present system compared to student members in any new system instituted.

Student Recommendations

1. Vocational student organizations should be promoted, emphasized and implemented by every vocational education discipline.

2. More latitude is needed to expand present club offerings to make vocational student organizations more specialized to each specific vocational discipline.

3. Some method of incentive should be set up to raise the percentage of membership in vocational student organizations by all vocational students. This could be accomplished by giving course credit with an appropriate curriculum.

4. Since a large percentage of post-secondary vocational education students are employed, provisions should be made to hold club activities at times when the employed students could participate.

5. Movement towards promoting support of student employers through professional membership in Vocational Student Organizations. Consideration should be given to promoting the membership of the employers of students enrolled in cooperative education.

6. Proposal of an interdisciplinary task force of student members, advisors, and administrators to plot a course wherein participation activities, and administration of vocational student organizations may be improved. This could take place both on the state level and at the district level.

7. Greater emphasis by all vocational student organizations in the development of civic and community services and projects to improve both awareness of community needs and responsibility to help solve the communities problems.

8. Greater articulation among all vocational student organizations to avoid overlapping efforts and developing better kinship between all vocational student organization members in all vocational disciplines.

9. Structuring vocational student organizations activities so that the optimum number of students can get actively involved.

APPENDIX A

Vocational Student Organization Assessment of Benefits Survey

APPENDIX TABLE - 1 Responses By Percentages In Comparing Student Groups "A" and "B" To Question 8 Benefit Statements.

	None 1	%	2	%	Moderate 3	%	4	%	Significant 5	%
	A	B		B	A	B	A	B	A	B
1) Speak Effectively	03	17	06	12	19	34	39	15	32	23
2) Listen Effectively	03	09	0	08	26	41	19	21	52	22
3) Work As Part Of A Team	03	05	03	09	16	22	23	23	55	42
4) Compete Fairly With Others	03	10	0	07	26	21	19	23	48	38
5) Initiates Ideas	0	05	03	08	19	30	23	23	52	34
6) Set Goals	03	05	0	12	16	23	29	24	48	36
7) Make Decisions	0	07	03	08	23	25	29	27	42	33
8) Self-Initiative	0	08	03	09	06	32	26	22	61	30
9) Self-Confidence	03	08	06	04	19	32	13	23	52	33
10) Motivate Others	0	08	03	11	10	28	32	28	52	27
11) Accept Responsibility	0	05	0	05	26	24	32	26	39	41
12) Delegate Authority	0	10	13	11	32	31	23	21	29	27
13) Facilitate Action in a Group	0	09	03	13	23	26	26	25	45	26
14) Effectively Conduct a Meeting	0	09	0	18	06	28	39	18	52	27
15) Explain Directions to Others	03	07	03	11	06	32	42	22	42	28
16) Patience	0	07	06	10	13	32	42	25	35	27
17) Creativity	0	09	10	10	13	26	32	23	42	30
18) Peer Relationship	0	05	06	07	16	26	39	22	35	40

APPENDIX TABLE - 2 Responses By Percentages In Comparing Student Groups "A" and "B" To Question 9 Benefit Statements.

	None 1		2		Moderate 3		4		Significant 5	
	A	B	A	B	A	B	A	B	A	B
1) Working Together As A Team	0	07	06	06	26	27	39	19	26	37
2) Pride In Work	0	06	10	07	23	22	45	26	19	38
3) Desire to Learn	0	06	06	10	26	25	39	26	26	32
4) Following Directions	0	06	10	08	45	28	19	25	23	32
5) Accepting Responsibility	03	06	23	08	35	23	26	23	10	39
6) Delegating Authority	03	10	16	11	55	31	19	25	03	22
7) Competing Fairly With Others	0	09	10	10	39	23	16	24	29	33
8) Experiencing Success	0	08	06	10	29	25	32	19	26	38
9) Experiencing Failure	0	08	0	11	16	31	29	18	39	30
10) Contact With People in The Field	03	06	0	11	10	24	13	23	58	36
11) Making Decisions	0	06	0	10	06	30	10	28	68	25
12) More Aware of Job Qualifications	0	09	0	12	10	22	13	28	61	28
13) More Aware of Job Descriptions	1	10	0	11	10	26	23	25	52	25
14) More Aware of Numbers of Occupations Available	0	11	0	10	13	23	29	33	42	22
15) The Effect Career Choice Has On Lifestyle	0	12	0	11	10	27	26	32	48	18
16) Promotion Possibilities in Different Occupations	03	12	0	14	06	29	19	31	55	14
17) Salary Possibilities in Different Occupations	0	14	0	14	13	31	16	28	55	12

APPENDIX TABLE - 3 Responses By Percentages In Comparing Student Groups "A" and "B" TO Question 10 Benefit Statements.

	None 1		2		Moderate 3		4		Significant 5	
	A	B	A	B	A	B	A	B	A	B
1) Interest in Community Issues	03	13	0	16	45	30	26	22	26	18
2) Participation in Community Issues	03	14	0	20	39	27	35	23	23	15
3) Political Awareness	03	25	0	22	10	24	13	17	71	08
4) Active Participation in Political Issues	0	32	10	25	10	25	16	13	65	06
5) Interest in Social Matters of Community	0	12	0	17	16	29	32	24	52	16
6) Active Involvement in Social Matters of Community (Muscular Dystrophy, Alcoholism)	0	21	0	18	16	24	29	18	52	18

APPENDIX TABLE - 4 Responses By Percentages In Comparing Student Groups "A" and "B" To Question 11 Benefit Statements.

	None 1		2		Moderate 3		4		Significant 5	
	A	B	A	B	A	B	A	B	A	B
1) Knowledge of Personality Differences	0	05	03	08	16	28	19	24	61	36
2) Working as Part of a Team	0	05	03	07	23	24	32	21	42	43
3) Get Along With Other People	0	04	03	03	19	19	35	28	42	46
4) Appreciation of Other Opinions and Interests	03	05	03	07	10	19	35	31	48	39
5) Positive Self-Image	0	06	0	08	13	32	19	25	68	30
6) Aware of Different Personal Relationships	06	05	06	06	19	30	16	25	48	34
7) Increase in Maturity	0	07	06	05	16	25	42	25	35	39
8) Gaining Close Friends	03	05	06	05	26	24	19	22	42	43
9) Participation in Social Activities	03	03	10	10	19	27	32	19	32	41

APPENDIX B

Vocational Student Organization State Directors' Questionnaire

VOCATIONAL STUDENT ORGANIZATION SURVEY

Name _____ State _____

1. Would you please check the vocational student organizations your state presently sanctions in your secondary and post-secondary vocational programs.

   Secondary: (1) DECA ___, (2) VICA ___ (3) OEA ___ (4) FFA ___ (5) Other ___

   Name _____

   Post-Secondary: (1) DECA ___ (2) VICA ___ (3) OEA ___ (4) FFA ___

   (5) Other ___ Name _____

2. How are your vocational student organizations presently administered. Check the appropriate response(s) for the secondary and post-secondary levels.

	Secondary	Post-Secondary
(1) During class periods	___	___
(2) Special meeting times.	___	___
(3) Credited course.	___	___
(4) Other (Please explain)	___	___

_____

_____

_____

3. If your state has vocational student organizations as a credited course would you please list the names of the courses, number of credits available, length, and whether the course is a requirement of the program.

   Secondary:

Course Titles	Credits	Required Course			Length
		Yes	No	Sometimes	(semester, year, etc)

Post-Secondary:

Course Titles	Credits	Required Course			Length (semester, year, etc)
		Yes	No	Sometimes	

4. How are most of your Student Organization Sponsor presently compensated at the secondary and post-secondary level.

	Secondary	Post-Secondary
(1) Strictly volunteer	___	___
(2) Part of their contract	___	___
(3) Similar to coaching (flat rate)	___	___
(4) Other, please explain.	___	___

I would like a copy of the results. Yes ☐ No ☐

Note: Please feel free to attach any pertinent information along these lines.

Please return to: Dennis Collins - Graduate Assistant
Center for Vocational, Technical and Adult Education
Applied Arts - 226
Menomonie, Wisconsin 54751

APPENDIX C

Vocational Student Organization Survey: Advisors' Questionnaire

Vocational Student Organization

Advisor's Questionnaire

1) City _____ Date _____

School _____

2) Name of Vocational Student Organization that you advise _____

_____

3) How does your Vocational Student Organization presently meet.

(1) during class periods _____
(2) set meeting time _____
(3) after school _____
(4) evenings _____
(5) other (please specify) _____

4) How would you rate your attendance at a typical scheduled meeting of your Vocational Student Organization.

(1) 80-100% member attendance _____
(2) 60-79% member attendance _____
(3) 40-59% member attendance _____
(4) less than 40% attendance _____

5) List below specific activities your Vocational Student Organization engages in to promote the development of:

(1) Leadership Characteristics: _____

_____

_____

_____

(2) Increased Career Growth: _____

_____

_____

_____

(3) Civic Awareness: _____

_____

_____

_____

(4) Social Growth: _____

_____

_____

_____

6) What barriers have you encountered being a Vocational Student Organization Advisor in pursuit of the development of leadership characteristics, increas career growth, civic awareness, and social growth. Check all that apply.

(1) lack of student interest ____
(2) students conflicting schedules ____
(3) lack of support of community ____
(4) student government ____
(5) school administration ____
(6) commuting school ____
(7) students' employment ____
(8) other (please list & explain)

_____

_____

_____

7) Do you feel that Vocational Student Organizations should be offered as a credited part of the student's academic load?

(1) Yes ____
(2) No ____

8) If Vocational Student Organizations were to become an elective credited part of the student's academic load how do you feel it should be administered.

(1) a. Business Leadership* ____
2 yrs. 4 cr. max. (DECA)

b. Business Leadership ____
2 yrs. 4 cr. max. (FBLA) (OEA)

c. Industrial Leadership ____
2 yrs. 4 cr. max. (VICA)

d. Agricultural Leadership ____
2 yrs. 4 cr. max. (FFA)

e. Health Occupational Leadership ____
2 yrs. 4 cr. max.

f. Home Economist Leadership ____
2 yrs. 4 cr. max.

(2) 1 cr. per semester for membership in any Vocational Student Organization _____

(3) 4 (1) semester courses ** (Leadership, Civic Growth, Career Growth, & Social Growth) _____

(4) Other Suggestions - please explain.

_____

_____

_____

_____

* and ** These two options would require the development of a specific curriculum to deal with the areas of student growth and which Vocational Student Organizations addresses itself.

Please return to: Dennis Collins, Grad. Asst.
CVTAE
226 Applied Arts
UW-Stout
Menomonie, WI 54751

kj

APPENDIX D

Vocational Student Organization Students' Questionnaire

VOCATIONAL STUDENT ORGANIZATION
ASSESSMENT OF BENEFITS SURVEY

1) CITY _____ DATE _____

SCHOOL _____

2) MAJOR _____

3) If you are not a member of a Vocational Student Organization please disregard the balance of this survey. Thank you.

4) If you are a member of a Vocational Student Organization please indicate the name of your organization.

_____

5) If you were a member of a Vocational Student Organization in high school please indicate the name of the organization. If not disregard.

_____

6) How many semester have you been a member of your Vocational Student Organization at the post-secondary level?

(1)_____one (2)_____ two (3)_____three (4)_____four

7) Were you required to join as a part of your program.

(1)_____no (2)_____yes

8) Please indicate the benefits of Vocational Student Organization in terms of the following leadership characteristics on the rating scale below, 1 being of no effect, 5 being of significant effect.

	None 1	2	Moderate 3	4	Significant 5
1) Speak Effectively					
2) Listen Effectively					
3) Work As Part Of A Team					
4) Compete Fairly With Others					
5) Initiates Ideas					
6) Set Goals					
7) Make Decisions					
8) Self-Initiative					
9) Self-Confidence					
10) Motivate Others					
11) Accept Responsibility					
12) Delegate Authority					
13) Facilitate Action in a Group					
14) Effectively Conduct a Meeting					
15) Explain Directions to Others					
16) Patience					
17) Creativity					
18) Peer Relationship					

9) Please indicate the benefits of Vocational Student Organizations in terms of the following vocational or career growth areas on the rating scale below, 1 being of no effect, 5 being of significant effect.

	None 1	2	Moderate 3	4	Significant 5
1) Working Together As A Team					
2) Pride In Work					
3) Desire to Learn					
4) Following Directions					
5) Accepting Responsibility					
6) Delegating Authority					
7) Competing Fairly With Others					
8) Experiencing Success					
9) Experiencing Failure					
10) Contact With People in The Field					
11) Making Decisions					
12) More Aware of Job Qualifications					
13) More Aware of Job Descriptions					
14) More Aware of Numbers of Occupations Available					
15) The Effect Career Choice Has On Lifestyle					
16) Promotion Possibilities in Different Occupations					
17) Salary Possibilities in Different Occupations					

10) Please indicate the benefits of Vocational Student Organizations in terms of the following civic or community awareness areas on the rating scale below, 1 being of no effect, 5 being of significant effect.

	None 1	2	Moderate 3	4	Significant 5
1) Interest in Community Issues					
2) Participation in Community Issues					
3) Political Awareness					
4) Active Participation in Political Issues					
5) Interest in Social Matters of Community					
6) Active Involvement in Social Matters of Community (Muscular Dystrophy, Alcoholism)					

11) Please indicate the benefits of Vocational Student Organizations in terms of the following Social development areas on the rating scale below, 1 being of no effect, 5 being of significant effect.

	None 1	2	Moderate 3	4	Significant 5
1) Knowledge of Personality Differences					
2) Working as Part of a Team					
3) Get Along With Other People					
4) Appreciation of Other Opinions and Interests					
5) Positive Self-Image					
6) Aware of Different Personal Relationships					
7) Increase in Maturity					
8) Gaining Close Friends					
9) Participation in Social Activities					

Thank you for responding.

Dennis Collins
Graduate Assistant
UW-Stout

APPENDIX E

Cover Letter for Questionnaires

UNIVERSITY OF WISCONSIN
STOUT
MENOMONIE WISCONSIN 54751

Dear Colleague:

At the present time, a concerted effort is being made to identify benefits derived from student participation in vocational youth organizations.

In an attempt to obtain this information, a series of opinionnaires are being randomly distributed to various student members and advisors throughout the state of Wisconsin.

The student's survey is directed at areas more applicable to student interest, concerns and assessments. The advisor survey is aimed at areas of expertise the student organization advisors would possess.

I am in hopes that you will take a few moments and express your views on the questionnaire provided herein.

Please find enclosed survey forms for your student members, as well as a survey form for yourself.

Thanking you in advance for your cooperation in this matter and hoping to hear from you in the near future, I remain

Sincerely yours,

Dennis Collins

Dennis Collins
Graduate Assistant

DC:kw

Enclosure

UNIVERSITY OF WISCONSIN
STOUT
MENOMONIE WISCONSIN 54751

Dear Colleague:

At the present time a concerted effort is being made to identify benefits derived from student participation in vocational student organizations.

In an attempt to obtain this information, a series of opinionnaires are being randomly distributed to various student members and advisors throughout the state of Wisconsin.

The advisor survey is aimed at areas of expertise the student organization advisors would possess.

Please find enclosed an opinionnaire, I am in hopes that you will take a few moments and express your views on the questionnaire provided herein.

Thanking you in advance for your cooperation in this matter and hoping to hear from you in the near future, I remain

Sincerely yours,

Dennis Collins

Dennis Collins
Graduate Assistant

DC:kw

Enclosure

APPENDIX F

Business Leadership Practicum: Suggestions for a Community College Based Approach to Providing Leadership Development for Business Students

BUSINESS LEADERSHIP PRACTICUM

Suggestions for a community college based approach to providing leadership development for business students

JUNIOR COLLEGIATE DECA

Jesse Fasold
Supt., Public Instr.

Leonard E. Kunzman
Assoc. Supt.

State Department of Education
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Salem, Oregon 97310

Student Leadership Development Center
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Salem, Oregon 97301

PHI BETA LAMBDA

Monty E. Multanen
Acting Director
Career Education

Jess C. Kauffman
Sydney D. Thompson
Specialists
Business Education

BUSINESS LEADERSHIP PRACTICUM

Introduction

In response to a growing interest in providing leadership education as an integral part of Oregon's community college business programs, the Oregon State Department of Education sponsored a two-day workshop to begin developing some guidelines for an approvable course in leadership, including goals and objectives and course content. Workshop participants placed a high priority on developing objectives related to student outcomes.

Workshop participants included:

Maynard Chambers
Chairman,
Department of Business Management
Linn-Benton Community College

John Dier
Chairman,
Business Department
Mt. Hood Community College

Dean Herman
Executive Secretary
DECA and FBLA
Student Leadership Center

Jack Kreitz
Chairman,
Business Department
Lane Community College

Lyle Reese
Chairman,
Business Department
Clackamas Community College

DeVon Wade
Chairman,
Business Department
Chemeketa Community College

Workshop activities were coordinated by Jess Kauffman, state specialist in business and office education and Sydney D. Thompson, specialist in marketing and distributive education.

Acknowledgement is provided to the workshop participants who developed the basic information provided in this publication.

BUSINESS LEADERSHIP PRACTICUM COURSE GOALS

1. LEADERSHIP--Develop influentially effective, competent, self-reliant and industrious leadership in business

2. COMMUNITY PARTICIPATION--Develop in students a sense of responsibility and cooperation relating to college, civic and community affairs

3. SELF IMPROVEMENT--Develop in students social skills relating to personality, human relations, personal assessment and emotional stability

*COURSE OBJECTIVES

(related to the above goals)

1. LEADERSHIP--The student will be able to:

   1.1 make acceptable decisions in individual or group situations

   1.2 conduct and participate in an effective meeting in accordance with rules of order adopted by the group.

   1.3 demonstrate creative thinking individually or within groups

   1.4 plan, organize, and direct a workshop, conference, convention, or other group activity

   1.5 demonstrate effective transmittal of ideas and information through writing and speaking

   1.6 demonstrate effective reading and listening techniques

   1.7 establish measurable goals, objectives, and evaluation techniques for individual and group activities

*Workshops participants agreed that objectives should be reasonably specific, but would not necessarily have to be performance oriented, i.e., absolutely measurable. For those community colleges requiring performance stated objectives, it will be necessary to do some additional editing and rewriting.

1.8 apply the basic principles and techniques of management, including planning, directing, controlling, organizing, reporting, and budgeting

1.9 demonstrate qualities of leadership through competent participation, cooperation, and responsible self-reliance

2. COMMUNITY PARTICIPATION--The student will:

2.1 become a contributing member of the chapter, college and local community

2.2 enter into dialogue with appropriate professional groups

2.3 apply and maintain public relations which will contribute to a positive image toward self and group

2.4 demonstrate an appreciation for the value of ethical business practices in the American economic system

2.5 develop an appreciation for the importance of developing and maintaining better understanding between business and consumer

3. SELF-IMPROVEMENT--The student will:

3.1 demonstrate in a variety of situations capacities, self-motivation, including self-discipline, and responsibility

3.2 apply the principles of effective human relations in group interaction and in dealing with others

3.3 demonstrate a sense of importance about self-assessment and self-improvement

3.4 be aware that competition exists in the American economic system, and accept the challenge to work in that environment

3.5 be aware that attitudes are equally as important as knowledge and skills in the interaction in various roles of life

3.6 have pride and exhibit professionalism in his chosen occupation

BUSINESS LEADERSHIP PRACTICUM

Course Number _____

Credit _____

Class Hours _____

Date _____

Community College:

Outline Developed By:

Type of Program:

Course is designed primarily for occupational preparatory students in business and office and mid-management type community college curriculums. While the course outline and description tend to indicate a typical classroom/hour approach, intent is to provide a vehicle for providing leadership instruction through junior collegiate Distributive Education Clubs of America (DECA) and Phi Beta Lambda activities not necessarily on a rigidly scheduled basis.

Course Description:

This course is designed to develop in students leadership qualities, provide opportunities for student community participation, and provide a setting for self-improvement by students in conjunction with business student organizations.

Course Goals and Objectives:

See attached list of goals and objectives.

Length of Course:

One term to six terms depending on students' interests and career goals and objectives.

Prerequisite:

Concurrent enrollment in an appropriate curriculum or instructor approval.

Required Texts and References:

Student organization handbooks and others as designated by the institution.

CLASS OUTLINE

Topics	Approximate Time
I. LEADERSHIP	(not predetermined)

A. Decision Making

1. Individual
2. Group

B. Meeting Conduct

1. Parliamentary Procedure
2. Conference Leadership
   a. Planning
   b. Organizing
   c. Directing

C. Creative Thinking

1. Individual
2. Group

D. Communications

1. Writing
2. Speaking
3. Listening
4. Reading

E. Goals and Objectives

1. Establishing
2. Measuring

F. Management Principles and Techniques

1. Planning
2. Organizing
3. Directing
4. Controlling
5. Reporting
6. Budgeting

G. Leadership Qualities

1. Participating Leadership
2. Cooperating Leadership
3. Responsible Self-Reliance

II. COMMUNITY PARTICIPATION

A. Participation

1. Chapter
2. College
3. Community

B. Professional Organizations

C. Public Relations

1. Self
2. Group

D. Ethics

E. Business/Consumer Relationships

III. SELF-IMPROVEMENT

A. Self-Motivation

1. Self-Discipline
2. Responsibility

B. Human Relations

1. Group Interaction
2. Interpersonal Relations

C. Self-Assessment and Improvement

D. Competition

1. Elections
2. Competitive Events
3. Life

E. Attitudes

F. Professionalism and Pride

1. Self
2. Occupation

KEY RECOMMENDATIONS AND SUGGESTIONS
FOR BUSINESS LEADERSHIP PRACTICUM

Course Title:	Business Leadership Practicum (course is primarily the application of principles although the learning of principles is not ruled out).
Class Meetings:	One class of two hours per week.
Sections:	One separate section for each student organization utilized.
Class Numbers:	Suggest a different number for each term up to a maximum of 6.
Maximum Credits:	Twelve credits for two years of participation.
Grading:	Suggest pass/no pass
Hours (F.T.E.):	Maximum of sixty (60) clock hours per term for reimbursable F.T.E. purposes.
Open Entry/Exit:	Up to institution

MISCELLANEOUS INFORMATION

For further information

A central source for information starting in the fall of 1974 is the Student Leadership Development Center located in Suite 33, at 215 Front Street, Salem, Oregon 97301, telephone 585-2099 (Dean Herman, executive director of DECA and FBLA, including Phi Beta Lambda).

A suggested approach for organizing for instruction

The course goals and objectives, description and course outline provide clues to the subject matter. In preparing materials, it is suggested that a worksheet similar to the one on the following page be used. The course goals are shown along with objectives. The middle column provides a space for noting the knowledge requirements which in your view are necessary to make available to the student if he is to achieve the objectives noted. The right hand column is for listing resources known to you to be effective and activities suitable for students to work on. All should be related to the course objectives. A coding system to help keep track of diverse activities is also recommended. A sample of one approach in using the information provided is shown on the worksheet.

BUSINESS LEADERSHIP PRACTICUM

PLANNING WORKSHEETS

1. LEADERSHIP: Develop influentially effective, competent, self-reliant and industrious leadership in business

OBJECTIVES	KNOWLEDGE REQUIREMENTS	RESOURCES AND ACTIVITIES
1.1 Make acceptable decisions in individual or group situations. (an alternative in performance terms)	knowledge of hypothesis (solution) testing, etc.	Primer in Supervisory Management, McCullough and Fryett; Kendall/ Hunt Publishing Company, 1973 Participate in DECA Management Decision Making competitive event
1.2 Given information relating to the assignment of developing a consensus based set of purposes for an organization, the student will organize and lead a meeting of individuals to that end and produce a written report indicating the results.	knowledge of parliamentary procedure. knowledge of how to prepare an agenda, etc.	Robert Rules of Order Revised Organize a committee to develop a program of work